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ABSTRACT

Phase III, Volume II of Project NECESSITIES is a curriculum-development manual designed to increase teacher skill in developing curriculum by using a systems approach. The 4 research steps presented are assessing student resources, choosing a concept focus, choosing a skill mix, and selecting content. Instruments are provided for gathering and charting the information needed by the teacher. The 3 curriculum-implementation steps are developing instructional objectives, an instructional plan, and an evaluation procedure. A model narrative scope and sequence K-12 is provided, as are flow charts and unit-development worksheets. (LS)

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# CURRICULUM DEVELOPMENT

# PROCESS MANUAL

(Phase III)

PROJECT NECESSITIES

VOLUME II

July 1970

RC 005166

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## FOREWORD

This Curriculum Development Process Manual was created with the teacher in mind. After textbooks have been chosen, or a course of study established by a school board or a school administrator, the teacher still is the critical factor in determining what goes on in the classroom. For this reason teachers need to see themselves as at least semi-skilled curriculum developers.

Curriculum development is a complex process. Great teachers develop, refine or enrich curriculum in large measure by intuitive means, just as the artist may often blend color and shape without excessive consciousness or intent. But most of us are not great teachers. We struggle from day to day, trying to make the learning experience for our students more vital, more relevant, more exciting. Often our teaching loads even prevent us from doing as well as we know how. And when we do have time, it is often difficult to decide where to begin: with objectives? with new media? with problem solving exercises? with student developed projects? with a new textbook?

The curriculum development process the Project staff presents here was derived from our own experience as teachers who have been afforded the full-time luxury of thinking about ways to make social studies education more significant to American Indian and native Alaskan children.

When we had finished a "systems analysis" of the process we employed in developing new social studies materials, we had four research steps

(assess students, choose skill mix, choose concept focus, and choose content), and three implementation steps (develop instructional objectives, instructional plan, and evaluation procedures). We worked out the relationship between these steps, created some self-questionnaires for the critical steps, and a series of guideline questions that would test the adequacy of achievement for each step. We present them in this volume--not as a final word in the field of curriculum development, but rather as a model which we hope the classroom teacher may find useful in working through her own battle plan for the year. We believe that certain trends in shaping curriculum have emerged recently that make this kind of tool in the hands of the teacher particularly appropriate.

Regional and local curriculum development efforts are on the rise. National curriculum development efforts, particularly in the form of textbooks, are increasingly suspect. Why? Because they meet the needs of the majority of students only passably well. In the ghetto, in rural poverty areas, and most particularly among the children of America's first citizens, mass curriculum hits intolerably wide of the mark.

Equality of educational opportunity can hardly mean subjecting the young--this nation's most important future resource-- to irrelevant content, skill development unrelated to need, and methods which frustrate the primary parties in the educational process: the teacher, the student, the parent.

These factors have contributed to the Project NECESSITIES staff's desire to share its curriculum development tools and the method of

their use with concerned practitioners of education, particularly with teachers, at the local level.

We believe (however difficult it may be to accomplish in the face of heavy schedules, large classes, little extra return in the way of economic or social recognition) that especially teachers, but also administrators, aides, and community leaders can and must take an active role in making curriculum vital and up-to-date.

We define curriculum as the who (teacher and student), the what (concepts, skills, and content), the how (methods, media, and material), and the whether (evaluation) of the educational process.

Since curriculum is made up of parts related to each other by a process, we also think that they can be broken down into components that, with some effort, are both understandable and usable. It is these components, and their interrelationship, that we present here.

The task of refining the curriculum development process and presenting it in a clear and functional way has just begun. We expect to have you criticize what we have done.

Thinness perceived in the development of any one step is not the result of a value judgment about priorities. Rather these bare spots reflect a stage of the Process Manual development.

Above all, we want this manual to be of use to you in your efforts to enrich or develop new educational experiences for your students. Experiences which might, just might, make a difference to the lives they will lead when they are no longer in school.

## INTRODUCTION

Curriculum, an old Latin word having to do with the courses (tracks) that chariots raced on in forgotten days, early became connected with the educational process.

In the Middle Ages there were two well-known curricula. The Trivium (three roads) which led to the B.A. consisted of logic, grammar and rhetoric. A person was not well educated unless he knew language and how to use it. For the Masters degree the student studied arithmetic, geometry, music, and astronomy--the Quadrivium.

Among early curriculum developers were people like Plato and Aristotle who energetically tried to work out the relationship between student, subject matter and teaching method (heady company for a present day teacher trying to make things better in his classroom!).

Nowadays, curriculum usually means a set of courses and their contents, which are taught to students. There is tremendous variety of "approved" curricula at the elementary, secondary, collegiate, and even graduate school levels. The questions, "What's worth knowing? By whom? When? How should it be taught?" appear central in many current educational controversies.

We have chosen the Concept route to what's worth knowing. Other curriculum "systems" have been divided between Traditional, Topical, Discipline, and Existential.

Traditional Curriculum is perhaps best known. This is curriculum based on what has been taught before, and is essentially content oriented: "An educated man knows Grammar, Latin, Greek, American and European History, Algebra, and so forth." The values of traditional curriculum: scholarship, cultural filtering of the best that man has been able to isolate from his experience, and coherence provided by chronology. Its liabilities: inability to respond to rapid change (the knowledge explosion), encasement in essentially one medium--writing, compartmentalization and narrowness, almost exclusive reflection of the values and traditions of the dominant culture, and universal lack of specific applicability to individual student needs both present and future.

Topical curriculum (Issue or Problem centered) attempts to be relevant by choosing topics which deal with serious issues in a meaningful way. In this respect it does respond to student needs, and is prone to be more open to exciting methods and media-materials. Topical curriculum tends to fall into the trap of teaching something rather than someone. Its major fault is its shot-gun effect: units or years of curriculum are rarely articulated across the grades; therefore, little coherent building of cognitive ability and knowledge takes place.

Discipline oriented curriculum, long known at the collegiate level, is becoming fashionable in the high school in areas other than history and geography. Courses in Psychology, Economics, Anthropology, Sociology, and Political Science are appearing quite widely in schools as means to enriching the study of society. While having the advantages of internal coherence, and the relevancy of fashion and focus, they also tend to

fragment learning and often set up dogmas about truth more characteristic of religions than the sciences.

Existential curriculum is in use in a few places, mostly private schools, and is the current bearer of the progressive mantle. In making the student the almost exclusive center of education, it allows maximum relevancy to expressed student need--but often focuses so heavily on affective growth that it shortchanges other skill areas. Existential curriculum also lacks coherence across time.

A modified form of the Existential curriculum has recently appeared. Leicestershire Openstructure, and its emerging American brand, the Integrated Curriculum (also known as open education, the free school, informal instruction, the developmental classroom) is a hopeful new venture in which children choose what they want to learn and how much time they plan to spend learning it. The classroom is arranged into resource areas. The child becomes his own curriculum designer.

Project NECESSITIES Concept Centered Curriculum

Concept centered curriculum has a number of dangers connected with it. Concepts can easily be made into dogma, or become objects of knowledge like facts. The curriculum specialist can become so fascinated with the beauty of developing conceptual hierarchies that he loses sight of his principal task: the creating of a rich, exciting and dynamic learning environment for the teacher and the students.

But when it is understood that a concept is not a word, but a multitude of similar and potent human experiences which words conjure up, words which speak to significant common elements of reality, then

the fundamental utility of the concept as a curriculum key is discovered. The concept word plays the role of a short-hand, better yet a calculus, for dealing with the incredible complexity which has become our daily lot.

At the Project, we define a concept as a word which gives form to the world of experience in the mind. A concept word organizes some dimension of experience. "River" for example is the concept which takes our primary experience of the Colorado, the Missouri, the Mississippi, and our secondary experience through pictures, films, books of the Amazon, the Rhine, the Yangtze, and allows us to deal with them in terms of their basic similarities in physical and dynamic terms. "Conflict" is the conceptual category which gives form in our minds all the way from a fight with another person, to great powers engaged in a war.

Hence, insofar as a concept word deals with areas of basic human experience, it can be responsive to student need. For example: POWER in personal terms is very important to the child as he in effect asks, Who nas power over me? Whom have I power over? CHANGE is an important dimension for the child to be conscious about for it is the very essence of growth and education.

Consciousness depends on the effective use of concepts in our heads, and consciousness is the hallmark of the free man. If you can't conceptualize you can't predict. If you can't predict, you can't act effectively for your own future. Conceptualization and prediction are particularly important skills for people not part of the dominant society. Political concepts, economic concepts, educational concepts, legal concepts,

organizational and governmental concepts are the dominant society's major weapons. Without knowledge and skill to move in these conceptual domains in a way which accurately forecasts futures as a basis for effective action, there is no real freedom, equality or justice.

The fact that concepts are amenable to ordering and manipulation permits the development of a coherent basis for social studies curriculum articulated over 13 years. Project NECESSITIES has made some definitive choices about particular concepts and their ordering. These appear in more detail in the section: Step B; Choose Concept Focus.

A Note About What's Ahead

The following pages take you through the four research and three implementation steps in developing curriculum. For those of you who find flow charts useful for obtaining a rapid overview of a process, there is a complete set in the appendix.

Please feel free to alter the order of the steps to meet your own needs. If, for example, you are already committed to using a text or texts, then you should review them for concepts which can be illustrated by the content already given, and you can develop new classroom activities in light of your assessment of your students' needs in the area of skill development.

## RESEARCH: STEP A - ASSESS STUDENT RESOURCES

Our curriculum process begins with the student--the ultimate consumer of developed material and methods.

In spite of the attention you see being given to the form and content of curriculum, don't lose sight of the fact that curriculum is merely a tool with a function--that is, helping to bring about changes in children. No matter how elegant in concept, logical in design, or otherwise pleasing to the intellect a curriculum may be, it is useless unless it is appropriate to this function.

Now to change someone is a tricky and often dangerous business. We don't want to attempt it unless we are reasonably sure that change will be useful to the student and the wider social context(s) he is now in and will be in the future. In short, we only begin tinkering with a student when there is a need for it.

What needs does the student have? What strengths and weaknesses does he bring through our classroom door each morning?

Need is open to a wide range of interpretation. For our purposes let's define it simply as those resources (information, skills, concepts feelings, values, learning styles, goals, etc.) which a student must have to live his life effectively. So if we are going to make a functional curriculum, we should know something about a student's resource requirements.

Perhaps the easiest way to begin to describe what a student needs is to take stock of what he's got--the resources a student already has access to and can use effectively in the various domains of his life--thinking (cognitive), feeling (affective), doing (psychomotor).

In order to identify the student requirements the curriculum is to satisfy, students are assessed along six dimensions:

1. Age and grade level considerations--what is the chronological spread in your classroom? what is the student's achievement level in relation to state and national norms?

2. Prior school/home success/failure patterns--which students have been successful, and which have had problems in their home relationships? what do previous teacher and guidance records indicate?

3. Life experience dynamics--what kinds of out-of-school experiences do students bring with them to class? are there distinct differences in the ways boys and girls view the world and each other? what formal and informal social structures do the students know well?

4. Culture specific inputs--what elements from the students' cultural background have the most impact on them? language? religion? history? life style?

5. Student learning patterns--do you know the learning patterns most useful to your students? is there a marked difference between the learning patterns of your students and the one you are accustomed to?

6. Student perceived goals--what goals do students hold for themselves in the following areas: vocation, economic, own culture, dominant culture, personal life style?

From these data the most useful thing a teacher can develop is a narrative profile outlining characteristic student strengths and weaknesses. This process helps make explicit early in the school year a realistic view of the class. This process is one which all good teachers do intuitively, but a systematic approach can uncover important items that might otherwise be overlooked, items which will assist in selecting the concept, skill and content mix most appropriate for effective learning.

The version of our Student Assessment Inventory, included here, is a model for the kinds of student factors you might consider when setting out to develop a curriculum. This version is fairly extensive. If you are undertaking only a few weeks of curriculum, it is probably not feasible to take formal account of all the separate items on this inventory. You will no doubt want to edit it down to suit your needs, perhaps dealing explicitly only with such things as age and grade level considerations and the student's immediate cultural environment, juggling the rest informally in the back (but not too far back) of

your mind. If you are developing a year or more of curriculum, you might want to add items or even whole other categories to the model we have provided.

Read through the entire inventory once to get a feel for the kinds of considerations that cluster around the issue of student needs. Then work over the filled-in example. Finally make your own inventory drawing on our model, new notions it has triggered, and the experience you gained in the course of your contact with students. Then get busy collecting your data. When you have completed the inventory, we suggest you write a short, general profile of your students, covering their major resource characteristics, strengths as well shortcomings.

## STUDENT ASSESSMENT INVENTORY

1. Age and Grade Level Considerations

   a. Grade level of your students _____.

   b. Average age of your students _____.

| | 1 yr. | 2 yr. | 3 yr. | 3+ yr. |
|---|---|---|---|---|
| 1) % of class above average age | | | | |
| 2) % of class below average age | | | | |

   c. Is there a discrepancy between the chronological age of your students and their grade level with reference to state and/or national age/grade level standards? Yes _____ No _____

   If yes, how much?

| STATE STANDARDS | | NATIONAL STANDARDS | |
|---|---|---|---|
| PERCENT OF CLASS | + more than, - less than YEARS DISCREPANCY | PERCENT OF CLASS | + - YEARS DISCREPANCY |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

d. What are the logical causes for discrepancy between student age and grade level?

| CAUSE | PERCENT OF CLASS |
|---|---|
| Began 1st grade late | |
| Previous non-promotion due to academic failure | |
| Suspended from school for non-academic reasons | |
| Dropped out of school (poor performance, family pressure, etc.) | |
| Poor language skills | |
| Other (specify) | |
| | |
| | |

e. With reference to state and/or national standards what are the skills in which your students excel (reading skills, math, comprehension, analysis, etc.)?

| PERCENT OF CLASS | SKILLS |
|---|---|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

f. In which do they lag?

| PERCENT OF CLASS | SKILLS |
|---|---|
| 55% | reading comprehension |
| 40% | oral communication |
| 67% | writing & spelling |
| | |
| | |
| | |
| | |
| | |

g. What are the skills for which there are no typical standards in which you feel your students excel or lag (social skills, manual skills, creativity, etc.)?

| EXCEL | | LAG | |
|---|---|---|---|
| PERCENT OF CLASS | SKILLS | PERCENT OF CLASS | SKILLS |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

h. Are your students divided into performance groups (bright, average, slow, etc.)?

| PERCENT OF CLASS | PERFORMANCE GROUP |
|---|---|
| | Bright |
| | Average |
| | Slow |
| | Other |
| | |

i. How are performance groups determined?

Class Standing _____

State Standards _____

National Standards _____

Other _____

j. Do you think the standards against which performance groups are determined are realistic given your particular students?

Yes _____ No _____ If no, is there some useful way that you can modify them?

2. Prior Home/School Success/Failure Patterns

This part of the inventory can be considered as part of a more informal Age and Grade Level Considerations. The data sources are conversations you may have had with your students' parents, school staff (other teachers who have dealt with your students, guidance personnel, etc.), and general observations on student behavior you may have discovered in your students' school records.

a. Parent/Teacher conference data on home success or failure patterns.

b. Data from student records or other school personnel on prior school success and failure patterns.

3. Life Experiences Dynamics

a. What life experiences do your students seem to attach the most positive and negative value to? (Rate ± values 1-5)

| LIFE EXPERIENCE | + - VALUE | RANK + ORDER | RANK - ORDER |
|---|---|---|---|
| Formal activities with family (chores at home, etc.) | | | |
| Informal activities with family (playing with siblings, etc.) | | | |
| Formal activities in community (religion, politics, etc.) | | | |
| Informal activities in community (socializing on the street, etc.) | | | |
| Formal activities with peer group (school, extra curricular activities, organized sports, etc.) | | | |
| Informal activities with peer group (play, chatting, etc.) | | | |
| Formal activities by self (studying, individual projects, etc.) | | | |
| Informal activities by self (just thinking, going for walks or rides alone, etc.) | | | |
| Escapist activities (daydreaming, drinking, drugs, etc.) | | | |
| Other | | | |
| | | | |
| | | | |

b. Is the student population more representative of rural, urban or suburban environments?

Rural _____ Urban _____ Suburban _____

c. Is your school environment more representative of rural, urban or suburban environment?

Rural _____ Urban _____ Suburban _____

d. What student skills, knowledge or other resources enhance or handicap the ability of your students to deal with various environments?

| SKILLS | RURAL + | RURAL - | URBAN + | URBAN - | SUBURBAN + | SUBURBAN - |
|---|---|---|---|---|---|---|
| Language | | | | | | |
| Familiarity with local geography | | | | | | |
| Familiarity with local population | | | | | | |
| Familiarity with local technology | | | | | | |
| Familiarity with local customs | | | | | | |
| Familiarity with local legal and social systems of rewards and punishments | | | | | | |
| Familiarity with how to provide for basic needs (food, shelter, clothes, etc.) | | | | | | |
| Familiarity with local tempo and style of life | | | | | | |
| Other | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

4. Culture Specific Inputs

a. What aspects of the tribal culture hold the most positive and negative interest for your students?

| ASPECT | + - Interest | + Rank Order | - Rank Order | Does this have a parallel in another society? |
|---|---|---|---|---|
| Religion/philosophy | | | | |
| History | | | | |
| Economic/vocational | | | | |
| Political | | | | |
| | | | | |
| | | | | |
| Other | | | | |
| | | | | |

b. What aspects of the white middle class culture hold the most positive and negative interest for your students?

| ASPECT | + - Interest | + Rank Order | - Rank Order | Does this have a parallel in another society? |
|---|---|---|---|---|
| Religion/philosophy | | | | |
| History | | | | |
| Economic/vocational | | | | |
| Political | | | | |
| | | | | |
| | | | | |
| Other | | | | |
| | | | | |

c. In general, which culture seems to hold more meaning to students?

Tribal _____ White middle class _____ Other _____

d. Are all of your students of the same tribal background?

Yes _____ No _____ If not, please specify which tribes your students represent and the approximate breakdown of the student population across different tribes.

| TRIBE | PERCENT OF STUDENTS |
|---|---|
| | |
| | |
| | |
| | |
| | |

e. Are the tribes your students represent generally in sympathy with one another? Yes _____ No _____

f. If no, what are the major differences between conflicting tribes represented?

g. How are these differences manifested in the classroom?

5. Student Learning Patterns

This is a very difficult part of the inventory--but very important. In order to find out the ways in which your students learn best, you may need to spend some time setting up a classroom research project to test appropriateness of different teaching methods: oral presentation, visual presentation, language pattern difficulties, etc.

Parents, experience teachers, dorm aides--all can be useful in assisting you to gain insight into the learning patterns of the children you are teaching.

One significant factor which you should take into account is any marked variance between the way you learn and your students learn.

| Activity | Student Response | | | Teacher Response | | |
|---|---|---|---|---|---|---|
| | High | Medium | Low | High | Medium | Low |
| Reading | | | | | | |
| Writing | | | | | | |
| Oral Presentation | | | | | | |
| Visual Media | | | | | | |
| Logical Sequencing | | | | | | |
| Problem Solving | | | | | | |
| Physical Activity | | | | | | |
| Silence | | | | | | |
| Other | | | | | | |

Summary of learning pattern analysis:

6. Student Perceived Goals

This portion of the inventory is best developed by the teacher finding out directly from the students what goals they hold for themselves in the following areas:

a. What mix of vocational goals do students either have or perceive as possible for themselves?

b. What economic goals do students hold?

c. What goals with respect to the student's own culture are evident (become operating member of culture's adult society, get away from home as soon as possible)?

d. What goals with respect to the dominant culture do students have?

e. What personal life style goals do students have (lot of time for leisure, hard work, independent, group oriented)?

## RESEARCH: STEP B - CHOOSE CONCEPT FOCUS

A concept focus for a day, week, unit, year of curriculum material can be chosen in any one of several ways: the concept dimensions chosen can be a direct response to discovered student need; can be chosen out of a local village, culture, or region; or can be adopted from the theoretical framework such as the Project has established.

Project NECESSITIES curriculum materials center around five Master Concepts and their conceptual antonyms which the Project staff believes encompass the most significant dimensions of human experience.

These master concepts are: INTERACTION (ISOLATION), CHANGE (STABILITY), CONFLICT (COOPERATION), POWER (POWERLESSNESS), and VALUING (IGNORING).

The working descriptions we have given these concepts and the linkages between each are as follows:

1. INTERACTION - the perceived dynamic in all human situations.

2. CHANGE - the movement and direction of an interactive system.

3. CONFLICT - the result of different value responses to the direction, duration and extent of change.

4. POWER - applied to continue or counteract change-produced conflict.

5. VALUING - the internal process which determines response to human situations.

For the Master Concepts to work as guides to the development of specific curriculum they must be located with respect to the Actor, and Theatre of Action, The Type of Action, and the Time of Action--what we choose to call Locational Concepts.

The Actor: man, self, others, family, clan, tribes, groups, races, nations.

The Theatre of Action: space, land, house, school, village, town, reservation, region, city, state, country, continent, world, solar system, galaxy, universe.

The Type of Action: political, economic, socio-cultural, psychological, technological.

The Time of Action: past, present, future.

Sub-Concepts which may extend the concept mix.

When the master concepts are tied to a set of locational concepts, they become powerful catalysts to the development of specific curriculum units.

For example: the concept of CHANGE in the PRESENT located in a TOWN with a family as actors--immediately triggers possible learning which draws from students' lives to illuminate the "experience of change resulting from growing up, going to school, getting ready for a job." If the time of action is changed to the PAST, one visualizes a study of the parent-child relationship in early America, or Renaissance Italy. By shifting CHANGE to CONFLICT and VALUING as master concepts

the imagination moves to the generation gap and youthful rebellion, PAST, PRESENT, or FUTURE. If FAMILY is replaced by TRIBE, and TOWN by RESERVATION, a new scenario unfolds of dispute arising from the distribution and use of Federal claims settlements.

Sequencing of Concepts

The organization of concepts for the thirteen years from kindergarten through twelfth grade is broken down into two main divisions:

Elementary Grades -- K-6

In this division the curriculum includes experience with the concrete and simple dimensions of each of the five master concepts in each year. While the concept words themselves are not introduced, the intent is to give language to the child's experience of interaction, change, conflict, power and valuing, and to help him use that language in meaningful and effective ways.

The Theatre of Action is used as the primary "filter" for each of the master concepts (interaction in the home, change in the school, conflict in the village, etc). The Present is the central time of action. Communication, socio-cultural, and economic Types of Action are emphasized.

Secondary Grades -- 7-12

In this division there is a shift from the Theatre of Action as the principle "filter" to the Master Concepts themselves.

Each of the concepts is the basis for a year's work with the other four master concepts, the locational concepts, and sub-concepts introduced as needed.

Grade 7 - Interaction/Isolation

Grade 8 - Change/Stability

Grade 9 - Conflict/Cooperation

Grade 10 - Power/Powerlessness

Grade 11 - Valuing/Ignoring

At the end of the 11th grade, students will be tested to see what they do and don't understand about concepts, what they can and can't do with concepts.

The senior year will be spend in several research projects directed to remedying deficiencies, deepening strengths. A detailed syllabus and research guide will assist the student and teacher in laying out tasks for the year.

On the next two pages are examples of sub-concepts derived from both the Master Concepts and the Locational Concepts. Following these examples is a Model Conceptual Scope and Sequence for all thirteen grades.

EXAMPLES OF SUB-CONCEPTS DERIVED FROM THE MASTER CONCEPTS

| | INTERACTION | CHANGE | CONFLICT | POWER | VALUING |
|---|---|---|---|---|---|
| SUB-CONCEPTS | Input/Output<br>Savings /Spending<br>Scarcity/Plenty<br>Competition/Cooperation<br>Needs/Resources<br>Survival<br>Social Systems<br>Economic Systems<br>Political Systems<br>Technological Systems<br>Psychological Systems<br>Cultural Systems<br>Communications Systems<br>Arrangement<br>Balance/Imbalance | Compromise<br>Adjustment<br>Growth<br>Creation<br>Progress<br>Dissolution<br>Acceleration<br>Innovation<br>Secularization<br>Movement<br>Acceleration | Competition<br>Rivalry<br>War<br>Revolution<br>Rebellion | Sovereignty<br>Comparative Advantage<br>Authority<br>Leadership<br>Control<br>Nation-State | Empathy<br>Dignity<br>Choice/Morality<br>Loyalty<br>Consent of Governed<br>Freedom<br>Equality<br>Wisdom<br>Beauty<br>Respect |

EXAMPLES OF LOCATIONAL SUB-CONCEPTS

SUB-CONCEPTS

| ACTOR | THEATRE | TIME | TYPE |
|---|---|---|---|
| Family<br>Man<br>Mother, Father, Child, Son, Daughter, Brother, Sister, Husband, Wife<br>Clan<br>Grandfather, Grandmother, Uncle, Aunt, Cousin, Mother-in-law, Father-in-law<br>Community<br>Tribe, Friends, Group, Acquaintances<br>Nation<br>Countrymen, Others, Outsiders<br>World<br>Strangers, Enemies, Allies | Space<br>House/Home/School<br>Land<br>Village<br>Town<br>City<br>Region<br>State<br>Country<br>World<br>Universe | Present<br>Past<br>Future<br>Duration:<br>Second<br>Minute<br>Hour<br>Day<br>Week<br>Month<br>Year<br>Decade<br>Century<br>Eon<br>Millenium<br>End of Time<br>Critical Moment<br>Flow of Time<br>Life Time<br>Birth<br>Death | Political<br>Economic<br>Social/Cultural<br>Psychological<br>Technological<br>Communications |

MODEL CONCEPTUAL SCOPE AND SEQUENCE K-12 FLOWCHART*

| Grade | | K → 3 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Master Concepts | Time | Present | | | | | | | | |
| | Place | Self | Classroom | Classroom | Land | Home | Home | Village | Land | Land |
| | Actors | Child | Society | Objects | Animals/ Plants | Family | Objects | Objects | Nature | Man |
| A. INTERACTION (Isolation) | | Thinking Feeling Doing Communica-ting | Rules Roles Games | Words, Objects, and Space arrangement | Homes | Social Roles Economics consumption | Words, Objects and Space arrangement | Money Market Jobs | Various natural cycles | Use of resources |
| B. CHANGE (Stability) | | Daily activity cycle | Schedule | Rearranging | Growth cycle | Life cycle | Moving rearranging | Building decaying | Seasons | Planting raising harvesting |
| C. CONFLICT (Cooperation) | | Fear Frustration Rebellion | Strangers Discipline Competition | Over Crowding | Survival | Punishment Reward | Ineffective arrangment | Strangers Limited resources | Imbalance Storms Floods Volcanoes | Survival |
| D. POWER (Powerless) | | Expressing Creating Making Self-control | Control | Protection | Weapons | Cooperation | Protection | Protection | Erosion | Tools |
| E. VALUING (Ignoring) | | Good/ Bad | Learning | Arrangment for Learning | Balance | Traditions Holiday | Order/ Disorder | Order | Balance | Productive-ness |

| Grade | | 4 → 6 | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Time | Present, Past | | | | | | | | |
| | Place | Home and School | Village | Village | Land | Town | City | State | Nation | Self |
| | Actors | Self and Others | Resources | Society | Use and Distribution | System | System | System | System | Self |
| A. INTERACTION (Isolation) | | Extended Roles | Services Physical | Government | Patterns | Economic Political Government Services Transport Communicatn | " | " | " | Thinking Feeling Doing |
| B. CHANGE (Stability) | | Roles | Use | Leadership | Industri-alization | Technology Secularization | " | " | " | Growth |
| C. CONFLICT (Cooperation) | | Rivalry | Scarcity/ Plenty | Factions | Ownership | Poverty Generations Racial Class Pollution Growth | " | " | " War | Anger Rebellion Fear Frustration |
| D. POWER (Powerlessness) | | Identity Autonomy | Economic | Law | Territorial Identity | Executive Law/Courts Police | " | Legislative Militia | " | Expressing Creating Controlling |
| E. VALUING (Ignoring) | | Cooperation | Utility | Tradition | Tradition | Tradition | Culture | " | " | Independence |

| Grade | 7 | 8 | 9 |
|---|---|---|---|
| Time | Present, Past, Future | | |
| Place | Home, Village, Town, Reservation, Region, State, Country, World, Universe | | |
| Actors | Man: Self, Family, Clan, Group, Tribe, Countrymen, Others, Strangers, Friends, Enemies | | |
| | INTERACTION (Isolation)<br>Political<br>Economic<br>Social/Cultural<br>Psychological | | |
| | | CHANGE (Stability)<br>Political<br>Economic<br>Social/Cultural<br>Psychological | |
| | | | CONFLICT (Cooperation)<br>Political<br>Economic<br>Social/Cultural<br>Psychological |

| Grade | 10 | 11 | 12 |
|---|---|---|---|
| Time | Present, Past, Future | | |
| Place | Home, Village, Town, Reservation, Region, State, Country, World, Universe | | |
| Actors | Man: Self, Family, Clan, Group, Tribe, Countrymen, Others, Strangers, Friends, Enemies | | |

Research, Planning,
and Development Projects
individual and group
in areas of:
concept strength
concept weakness

POWER (Powerlessness)
Political
Economic
Social/Cultural
Psychological

VALUING (Ignoring)
Political
Economic
Social/Cultural
Psychological

## RESEARCH: STEP C - CHOOSE SKILL MIX

Skills: the ability of the child to do something for himself or with others. In many ways skill development is at the heart of the educational process. We live in a time when the ability to translate what you know into action is the critical step on the road to freedom. Economic income depends on skill, political power depends on skill, self-image depends on skill.

For the purposes of clarity and understanding we have broken skill development down into six areas:

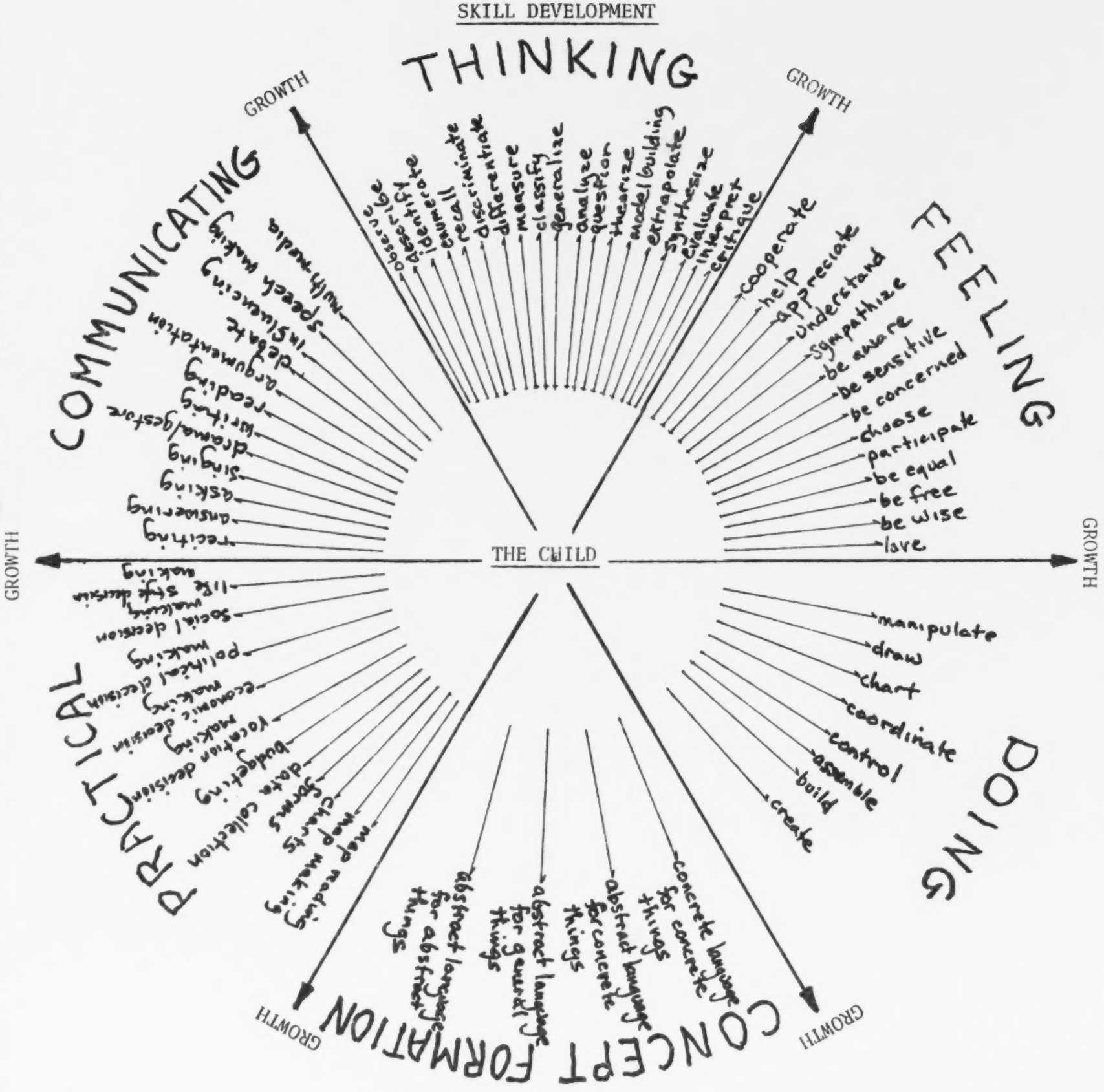
1. Thinking (cognitive)
2. Feeling (affective)
3. Doing (Psychomotor)
4. Concept Formation
5. Practical
6. Communication

It has been the habit of educators to present skill development in a linear fashion, i.e., you have to learn to crawl before you can walk, walk before you can run. We find ourselves doubting whether this is necessarily and always so. It seems more likely that the child practices both simple and complex skills simultaneously, but is able to demonstrate the simple skills on request more easily and with more precision. For example, the six year old may be able to demonstrate simple recall, but may not be able to explain the relationship which

he senses between a series of objects, or the question he feels because he lacks the right words and phrases to express complex observations.

On the next page you will find an organic model indicating that skill development in a variety of areas takes place as the child grows. Following that there are four pages showing the six skills areas sequenced for emphasis over the thirteen grades.

This section ends with an instrument which you can use as you work up your curriculum materials.




This model of skill development portrays the child as a whole person whose skills grow organically rather than in a linear fashion. On the next few pages, a linear model is shown indicating grade levels and appropriate skill emphasis.

## SKILL DEVELOPMENT

| SKILL DEVELOPMENT | | K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|---|---|
| Thinking (cognitive) ① | 1. | Introduce<br>Observe<br>Describe<br>Identify<br>Enumerate<br>Recall<br>Discriminate<br>Differentiate<br>Measure | → Extend | → Refine | → |
| | 2. | | Introduce<br>Classify<br>Generalize<br>Analyze<br>Question/Answer<br>Measure | → Extend | → Refine |
| | 3. | | | Introduce<br>Theorize<br>Model Building<br>Extrapolate<br>Synthesize | → Extend |
| | 4. | | | | Introduce<br>Evaluate<br>Interpret<br>Critique |

## SKILL DEVELOPMENT

| | | K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|---|---|
| Feeling (affective) ② | 1. | Introduce<br>Cooperation<br>Help<br>Appreciate | Extend | Refine | |
| | 2. | Introduce<br>Understand<br>Sympathize<br>Be Sensitive | Extend | Refine | |
| | 3. | Introduce<br>Be Aware<br>Be Concerned<br>Choose | Extend | | |
| | 4. | Introduce<br>Participate<br>Empathize<br>Be Equal<br>Be Free<br>Be Wise<br>Love | | | |
| ③ | 1. | Introduce<br>Manipulate<br>Draw | Extend | Refine | |
| | 2. | Introduce<br>Chart<br>Coordinate<br>Assemble | Extend | Refine | |
| | 3. | Introduce<br>Control<br>Build | Extend | | |
| | 4. | Introduce<br>Create | | | |

SKILL DEVELOPMENT

| | K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|---|
| Concept Formation ④ | 1. Introduce: concrete language for concrete things | → Extend | → Refine | → |
| | 2. Introduce: abstract language for concrete things | | → Refine | → Extend |
| | 3. Introduce: abstract language for general things | | | → Refine |
| | 4. Introduce: abstract language for abstract things | | | |

## SKILL DEVELOPMENT

| | K-3 | 4-6 | 7-9 | 10-12 |
|---|---|---|---|---|
| Practical ⑤ | 1. Introduce Map Reading and and Making | → Extend | → Refine | → |
| | 2. Introduce Filling Out Forms Charting | → Extend | → Refine | → |
| | 3. Introduce Data Collection Budgeting | → Extend | | |
| | 4. Introduce Vocation Decisions Economic Decisions Political Decisions Social Decisions Life Style Decisions | | | |
| Communications ⑥ | 1. Introduce Reciting Answering Questions Singing Drama/Gesture Writing Reading | → Extend | → Refine | → |
| | 2. Introduce Oral Presentation | → Extend | → Refine | |
| | 3. Introduce Argumentation Debate Influencing | → Extend | | |
| | 4. Introduce Speech Making Multi-Media Presentation | | | |

## CHOOSING SKILL MIX

The following instrument may be useful to you as you make your determination about a final skill mix for a single activity, a unit or a year of curriculum.

A. Period of time: Activity _____ Unit _____ Year _____

B. Skill focus by area:

| | Introduce | Extend | Refine |
|---|---|---|---|
| _____ 1. Thinking (cognitive) | | | |
| Major _____ | | | |
| Minor _____ | | | |
| _____ 2. Feeling (affective) | | | |
| Major _____ | | | |
| Minor _____ | | | |
| _____ 3. Doing (psychomotor) | | | |
| Major _____ | | | |
| Minor _____ | | | |
| _____ 4. Concept Formation | | | |
| Major _____ | | | |
| Minor _____ | | | |
| _____ 5. Practical | | | |
| Major _____ | | | |
| Minor _____ | | | |
| _____ 6. Communications | | | |
| Major _____ | | | |
| Minor _____ | | | |

Now go back and list the order of importance of each skill area 1 through 6, in the blank next to each area.

C. Next, list possible activities which could help to develop the major skill in each area, in the sequence you have established to see whether you can implement your skill decisions in actual classroom practice (this will be useful to you when you get to Step F - Develop Instructional Plan.)

Skill Area 1: _____

_____

_____

_____

_____

Skill Area 2: _____

_____

_____

_____

_____

Skill Area 3: _____

_____

_____

_____

_____

Skill Area 4: _____

_____

_____

_____

_____

Skill Area 5: _____

_____

_____

_____

_____

Skill Area 6: _____

_____

_____

_____

_____

D. Now list your final skills mix as objectives in behaviorally stated terms (The students will demonstrate their skill learning by....)

_____

_____

_____

_____

## RESEARCH: STEP D - CHOOSE CONTENT

Content, as we use the word at the Project, refers to things: facts, events, people, places. Some content is useful knowing for its own sake (If you stick a hair-pin in an electric socket you will....If you do not sign a check it will....). Some content may be useful to know because tradition says that educated men know it (c-a-t spells....George Washington was the....). Most content, particularly most fact, is only useful if it teaches us more about how to live now, or in the future. Someone has said, "facts, like dead fish, smell after a bit." In this age of knowledge explosion, we must select our content because it is useful either to know, or for what it teaches us about how to live.

If you already have textbooks which you plan to use, then the content choice is already made, and you will be reviewing the text to see what particular content portions to emphasize, what concepts you can use the text to develop, and what skills relate well to the textual material.

If you are following the curriculum development process presented here, you will want to refer to your concept choices to let them trigger the content you will be using.

Suppose, for example, that you have chosen the following critical question for six weeks of study in a tenth grade social studies class:

Just how much does the balance of power among the leading countries of the world in 1970 depend on purely military considerations?

Skill Area 5: _____

_____

_____

_____

_____

Skill Area 6: _____

_____

_____

_____

_____

D. Now list your final skills mix as objectives in behaviorally staced terms (The students will demonstrate their skill learning by....)

_____

This question contains:

Master Concept - POWER

Locational Concepts

Actors - COUNTRIES

Theatre of Action - WORLD

Time of Action - PRESENT (1970)

Type of Action - MILITARY

Sub-Concepts - BALANCE, LEADING, DEPENDENCY

In developing content to go with this group of concepts there are three kinds of content to consider: Primary, Comparative, and Culture Specific. Primary content is the content central in each unit. Comparative content is similar material in other places and/or times. Culture Specific material is germane to student's own background. The ordering of content is up to the teacher.

In this case it might be wise to start with Culture Specific material, e.g., if you were teaching in Whiteriver, Arizona you would change the time to PAST, the actors to APACHE and 7th CAVALRY, the theatre of action to the U.S. SOUTHWEST then a beginning activity would look at the military aspects of the balance of power between those two forces--arms, ammunition, number fighting men, military strategy.

For Comparative Content, the teacher might decide that one of the battles between Sparta and Athens would illuminate the problem of balance of power.

Then the Primary Content might focus on the arms race since 1945 between the U.S. and the U.S.S.R., or the burgeoning military capability of Red China.

The weight and length of time given to each kind of content would depend on content material available, teacher's time and knowledge, and assessment of student interest.

## IMPLEMENTATION: STEP E - DEVELOP INSTRUCTIONAL OBJECTIVES

This step is the vital link between the research work you have been doing and the development of classroom strategy. If your objectives are clearly and fully stated, they become a set of "decision rules" that will guide you in your day-to-day lesson planning.

The first thing you want to do in this step of the process is get your concept, skill, and content objectives all together on one piece of paper so you can take a good look at them.

If you haven't already done so, you should state these objectives in behavioral terms: Ask yourself, 'What do I want my students to be able to do (or do better) at the end of this unit that they can't do now?' The more specific you are here the easier it will be to measure student progress and evaluate the success of your curriculum. The blank and completed forms on the next two pages may help you out.

When you are defining your objectives you may get new ideas for classroom activities that will help you achieve your objectives. Jot them down beside the appropriate objective so they don't slip away.

MIX OF BEHAVIORAL OBJECTIVES

Concept Objectives: _____

_____

_____

_____

Skill Objectives:

Concept formation: _____

_____

_____

_____

Thinking (cognitive): _____

_____

_____

_____

Feeling (affective): _____

_____

_____

_____

Doing (psychomotor): _____

_____

_____

_____

Practical: _____

_____

_____

_____

Communications: _____

_____

_____

_____

Content Objectives: _____

_____

_____

_____

_____

EXAMPLE

MIX OF BEHAVIORAL OBJECTIVES

Concept Objectives: Demonstrate understanding of dynamics of change in the physical environment (in this case the local community).

Skill Objectives:

Cognitive development: Demonstrate ability to observe changes in local village + to raise questions that will reveal the causes of these changes - (field trips? design survey questionnaire?)

Concept formation: Demonstrate ability to relate experience in concrete language (oral reports on field trips?)

Affective: Demonstrate ability to cooperate with peers (small group work?)

Psycho motor: Extend drawing ability (map making?)

Practical: Demonstrate ability to make map use it (map making location hunt with map)

Communications: Demonstrate ability to make oral report to class (report on field trip?)

Content Objectives: Demonstrate familiarity with physical elements of local community + their layout.

## RANKING AND SEQUENCING OBJECTIVES

Once you get your behavioral objectives mix lined up in front of you, two things should begin to come into focus:

1. Some objectives are more important than others either because they provide a framework for the entire unit (in the previous example these would be the concept and content objectives) or because they respond to critical student needs, (e.g., concrete language for concrete things).
2. You won't be able to begin work toward some objectives until you have laid a groundwork of student achievement on prerequisite objectives. (To refer to our sample again, student ability to observe changes would precede the introduction of questioning the causes of change.)

Sort through your mix of behavioral objectives and identify those that either explicitly or implicitly provide a framework for the entire unit. Then go back over the list and sequence the rest of the objectives in the order

in which they will be incorporated into the unit. Double check the sequence to make sure that objectives dependent on prerequisites are preceded by them and that objectives responding to the most critical student needs are placed to their best advantage. (These latter may be scheduled into the unit more than once.)

On the next two pages are a sample format and a completed sequence.

SEQUENCE OF OBJECTIVES

A. Framework objectives: _____

_____

_____

_____

_____

_____

_____

B. Sequence of objectives in the order in which they are to be incorporated into the unit: _____

_____

_____

_____

_____

_____

_____

_____

SEQUENCE OF OBJECTIVES

A. Framework objectives:

Develop student familiarity with physical elements of the local community

Develop student understanding of the dynamics of change in the physical elements of the community

B. Sequence of objectives in the order in which they are to be incorporated into the unit:

1. Introduce observation of changes
2. Introduce concrete languaging of experience and
3. Oral presentation
4. Introduce questioning causes of change
5. Extend concrete languaging of real experience
6. Extend oral presentation
7. Introduce map making and drawing
8. Introduce map reading

## SCHEDULING OBJECTIVES OVER TIME

Before going on to developing your actual instructional plan, you might find it useful to draw up a schedule illustrating how objectives will be worked into the unit over time. A sample schedule appears on the next two pages.

SCHEDULING OBJECTIVES OVER TIME

| W E E K 1 | | | | | |
|---|---|---|---|---|---|
| FRAMEWORK OBJECTIVES | DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| 1. Develop understanding of dynamics of change in physical environment. | → | → | → | → | → |
| 2. Develop familiarity with physical elements of local community. | → | → | → | → | → |
| | Observation Skills → (Field trip?) | Concrete languaging → of experience<br>Oral presentation → (Oral reports of trip?) | Observe changes → (Field trip?) | Questioning → Causality → (design questionnaire or change?) | |

SCHEDULING OBJECTIVES OVER TIME

| WEEK 2 | | | | | |
|---|---|---|---|---|---|
| FRAMEWORK OBJECTIVES | DAY 6 | DAY 7 | DAY 8 | DAY 9 | DAY 10 |
| (Continued) → | | | | | → |
| | → | → | → | → | → |
| | Observation → Data Collection Trip ↓ | Concrete Languaging of Experience → | | | |
| | | Oral Presentation → (report data findings?) | | | |
| | Questioning → | | | | |
| | Causality → | | Cooperation → | | |
| | | | Drawing → | | |
| | | | Map Making → (map making in small groups?) | | |
| | | | | | Map Reading (Treasure Hunt?) |

## IMPLEMENTATION: STEP F - DEVELOP INSTRUCTIONAL PLAN

The Instructional Plan is where the battle for relevant curriculum is won or lost. It brings together all the efforts of your research stated in objectives and with all the skill you can muster, and determines whether the classroom becomes a place of vital and mutual learning. It is here that the ingredients of method, media and materials are added to give life to the time you spend with students.

A good teacher, like a good cook, learns to build a classroom experience by taking a bit of this, some of that and putting it together in a way that makes a rich and palatable dish.

Each of you has your own style of preparation: careful outline, short paragraph descriptions, wall charts, marginal notes, a good memory. Use whatever works for you.

We suggest that you pay particular attention to the introductory activity for each new unit or topic. This is often where student motivation and continuing interest is determined.

On the following pages is a menu of methods, materials, and media which can be used in building social studies units. One suggestion: students are often conservative about new methods. It helps to get them into an experimental mood if you ask them to participate in an experiment in new ways of doing things.

## METHODS

Group study
Independent study
Structured situations
Unstructured situations
Lecturing, talking to the class

Group discussions: small groups
large groups

Changing the physical environment (set up) of class: (some possibilities)

form desks into large circle instead of rows;
get rid of desks and replace with round tables;
divide room into work areas;
remove teacher's desk;
give each child wall space for his/her display area - for work displays;
put students in charge of displays;
consider room a workshop for learning;
ask children how they would like the room arranged;
have desks along edge of room, facing wall.

Students and teachers building own equipment: scientific
environmental
artistic - sets for plays
- dances
- flags, etc.

Reading: aloud to class
class silently to themselves
class aloud as group
class aloud, individually

Reports: oral
written
in groups

Students writing their own: plays
stories
songs
poems
books, (booklets)
newsletters, newspapers
biographies
observations, case histories, etc.

Writing: in workbooks
on worksheets
essays
letters

Singing: as a group
listening to others

Dancing: choreography
observation
participation

Photography: taking pictures, developing them
making films

Drama: role playing
pantomime
watching plays
writing, directing, acting, in plays
reading, studying specific plays
rewriting plays

Questioning: asking questions
answering questions, or purposely not answering questions
writing questions
researching questions

Art: painting
drawing
block printing
sculpture
pottery
weaving, embroidery

Listening: to lectures
panels
each other
sounds of environment
music

Field trips: half day
day
week-end

Volunteer Work

Teaching: students teach section or all of their own class
students teach another grade
student teaches a specific skill

Tutoring: the student tutors another individual in own or other class
the teacher tutors a student

Games: playing
observing
contests
designing your own
card, board
physical
intellectual

Experimenting: with ideas
approaches
materials - scientific
non-scientific

Testing

Observing and recording observations: tape
writing

## MATERIALS - MEDIA

Books: library books - all kinds
workbooks
textbooks
story books
books, newspapers, letters - they have written
comic books

Worksheets

Magazines

Newspapers: all kinds
writing their own

Radio
Movies: professional, semi-professional, home made by teachers and/or students
Television
Slides
Photographs
Drawings
Puppets (finger puppets)
Bulletin boards
Felt boards
Room dividers
Blackboard
Opaque projection
Overhead transparencies
Maps

Records: musical
story
readings - plays, poetry

Singing
Musical instruments: to play
to listen to others play
to make - (cigar box guitar, coffee can drums, salt shaker rattles, etc.)

Tape recorder: to record on
to listen to

Living, growing things: animals
plants - aquatic
- terrestrial

Dancing
Drama
Poetry
Games: contests
card
board

Simulations: of real or imaginary situations
of processes - mechanical
- biological
- social, etc.

Painting
Pottery: clay
plasticine, etc.

Sewing: weaving
embroidery
wall hanging
textures

Building materials: wood - carpentry materials
blocks - cardboard, wood, plastic

Cooking
Sports equipment
Resource people - professionals - doctors
- policemen
- teachers

- non-professionals - parents
- formal and informal community leaders, etc.

## IMPLEMENTATION: STEP G - DEVELOP EVALUATION PROCEDURE

There are several purposes for evaluating student performance beyond the grading requirement. First, how students do is a reflection on the quality of curriculum and particularly its objectives. Second, student performance relates to teacher skill (although admittedly finding out from students how you've done as a teacher takes a bit of courage). Finally, evaluation helps us reassess our student resources so that we can make appropriate revisions in curriculum for the next go round.

While some teachers will continue to use true/false and multiple choice tests, and others written essays, to determine student success against the objectives of an activity of unit, there are many other ways to find out how students are doing. Problem solving tasks set for individuals or groups, simulation exercises, games, group contests, independent projects--all can contribute to knowledge of both individual and class performance--and be a lot more relevant and exciting to students as well.

One of the most useful devices for the teacher to develop is the Pre/Post test which measures how much more a student can do and knows at the end of an activity than he did at the beginning. Used well, this also has the effect of teaching students something about how to set goals and measure goal attainment.

## GUIDELINE QUESTIONS

Over the past year and a half the Project staff has asked itself a lot of questions about the curriculum material it has been producing. We offer these questions for your use in testing your own or someone else's curriculum. You should get a "yes" a majority of the time. If you don't, the curriculum you're looking at may not be adequate without further work.

We don't claim completeness in the questions listed below. One of the continuing mandates of the Project is to extend and refine the "decision rules" which guide our work.

## Guideline Questions

I. General

1. Does the curricular material meet real concerns relevant to the lives of the students who will be experiencing the curriculum?

2. Is the material relevant to the present and future needs of the student?

3. Does the material promote an active role for the student in gaining his education?

4. Does the material promote understanding of the real value in the acquisition and use of knowledge?

5. Does the material provide the opportunity for experiences which will increase the student's understanding of his own worth?

6. Does the material promote a climate conducive to academic success?

7. Is involvement with the material directed to increasing those skills which enhance freedom of choice with respect to decisions about life style and vocation?

8. Does the material demonstrate ways in which cultural conflict can be resolved?

9. Is the material open to controversial content chosen for perspective on cross-cultural value conflict?

10. Does the material indicate how failure can be used as a learning device for establishing individual goals?

11. Does the material convey the attitude that both the student and teacher are valued?

II. Indian/Eskimo Specific Goals (STEP A)

1. Does the material assist in establishing the student's own culture as viable?

2. Does the material assist in reconciling possible conflict between the student's perception of the world and those of his parents and their peers?

3. Does the material attempt to increase the sensitivity of the teacher to the values of the student's culture?

4. Are suggestions given for ways to make the material specific to the student's culture?

5. Is conscious understanding and valuing of the student's culture contained in the material?

6. Does the material promote a mature and prideful racial identity as one possible means to self-fulfillment and social contribution in a pluralistic society?

7. Does the material draw on the student's cultural heritage through biography and history as a way of illuminating contemporary problems?

8. Does the material provide insight into other Indian and Eskimo specific materials as a way of enlarging the student's culture-specific concepts?

9. Does the material promote an active interest on the student's part in discovering his own culture through reading and research?

10. Does the material promote the student's interest in exploring his own culture's values as a means of securing self-identity?

11. Is the material within meaningful range of the student's life experience so that he can operate successfully within the parameters it establishes?

12. Is the material receptive to inclusion of the child's life experience as curriculum content?

III. Concepts (STEP B)

1. Does the material deal in a significant way with one of the five master concepts (i.e., interaction, change, conflict, power, and valuing) which are to appear through the entire curriculum?

2. Do the major elements of the Locational Concepts appear in every unit and every activity module in some significant way?

| The Dimension | The Sub-Concepts | The Question Form |
|---|---|---|
| The Actor | self, others, group, community, nation, family, father, mother, brother, sister, cousin, uncle, aunt, grandfather, grandmother, clan, child, adult, husband, wife, son, daughter, friend, enemy, stranger, teacher, principal, boss, colleague, worker | WHO AND WHY? |
| The Theatre of Action | land, thing, place, mountain, valley, river, ocean, object, air, sea, jungle, forest, plain, plateau, mesa, building, house, school, store, hospital, court, jail, market, voting booth, office | WHERE? |
| Type of Action | political, economic, socio/cultural, psychological, technological | WHAT AND HOW? |
| Time (the dimension) | past, present, future, real, imagined, unknown | WHEN? |

3. Are important sub-concepts derived from the Master and Locational Concepts included in the material?

IV. Skill Development (STEP C)

1. Thinking (Cognitive)

a) Does the material enhance one or more of the following intellectual skills?

Knowledge of specifics: terminology, facts, identification, observation, enumeration, description, recall.

Knowledge of methods: conventions, trends, classification, criteria.

Knowledge of rules: abstractions, generalizations, principles, understandings, theories, structures.

Comprehension: translation, interpretation, extrapolation.

Application

Analysis of: elements, relationships, organizational principles.

Synthesis: creation, planning, derivation, hypothesis.

Evaluation: based on internal and external evidence.

b) Do the materials relate appropriately to the cognitive patterns of the student?

c) Does the vocabulary and the experience established to make that vocabulary meaningful, dovetail with the student's verbal ability?

d) What is known about the developmental stage of the student at the level the materials are being developed for?

e) In what ways can what the student already knows be reinforced by dealing with the material?

2. Feeling (Affective)

a) Does the material provide an opportunity for expression of both negative and positive feeling?

b) Does the material promote understanding of internal emotional states?

c) Does the material promote sensitivity to others' feelings?

d) Can the student emotionally handle the content and method set forth in the material?

e) Can the student do anything with what he has learned so he will not be unreasonably confused or frustrated?

f) Has the material capitalized on the student's emotional strengths, and is it appropriately responsive to his emotional weaknesses?

3. Doing (Psychomotor Skills)

   a) If manipulative skills are required in dealing with the materials, are they within range of the student's ability?

   b) Has sufficient attention been paid to the need of the student for physical activity in developing the material?

4. Concept Formation

   a) Is the student's language ability consonant with the level of abstraction contained in the curriculum material?

   b) Does the student understand the concepts being taught in such a way that his comprehension extends beyond word definition?

   c) If concepts are not being brought into the classroom directly, is the learning experience such that it will lend itself to later conceptualization?

5. Practical

   Does the material promote the development of practical skills the student is likely to need? E.g., budgeting, voting, planning, simple data collection and analysis, alternative model building, practical judgment, willingness to act, map-making and reading, filling out forms, asking and answering questions.

6. Communication

a) Does <u>each unit and activity</u> promote an increasingly effective understanding and use of verbal and written forms of expression?

b) Is the student encouraged by the material to express himself?

c) Does the material foster listening skills in both student and teacher?

d) Does the material allow the student to make mistakes in oral and written expression without requiring a negative response from his peers or the teacher?

V. Content and Comparative Content (STEP D)

1. Content

a) Is the content sufficiently limited to be covered in depth?

b) Is the content interdisciplinary?

c) Is the content worth knowing from the point of view of concept introduction or enlargement?

d) Does the content serve as a useful model for solving problems the student is likely to encounter at some time during his life?

e) Has the content real substance, particularly with respect to the lower grades?

f) Is the content, or can it be, significantly related to what the student already knows or has learned?

g) Has the content been considered with respect to grade and student achievement level placement?

h) Is the content accurate, and the result of the best scholarship to date?

i) Is the bias, if any, contained in the content made explicitly clear?

j) If the content is historical in nature, is it being taught in a way which will assist in building a chronological sense?

k) Is the content open to a method of presentation which will motivate students?

l) Is the content oriented to questions students have asked or might ask?

2. Comparative Content

a) Does the comparative content extend the student's familiarity with cultural similarities and differences?

b) Is some aspect of the comparative content particularly identifiable with the world the student knows? (e.g., other children, different but exciting places)

c) Does the comparative content illuminate some similarity or difference of another culture with respect to values, place to place, time to place, or time to time?

3. Culture Specific Content

a) Does the primary content (if not culture specific) have a parallel in material from the student's own history and culture?

b) Are there local resources who can develop and/or present culture specific content with integrity?

VI. Instructional Objectives (STEP E)

1. Are the instructional objectives stated in such a way that they can be measured by something the student does?

2. Do the objectives stay away from large abstractions or at least define them in recognizable situational terms?

3. Are the objectives clearly stated in a way that students can understand and act on them?

VII. Instructional Plan (STEP F)

1. Method

a) Does the method of presentation encourage the student's questions in an atmosphere of open-ended inquiry?

b) Does the method promote an attitude of inquiry?

c) Does the method provide an opportunity for in-depth study?

d) Does the method support development of the power to make viable decisions about individual and community goals?

e) Are the concepts in the material clearly identified, and where appropriate stated in a question form which can be made implicitly or explicitly clear to the student?

f) Are the methods used representative of the wide range of educational possibilities: lecture, role-play, discussion, card sort, simulation, games, case analysis, problem-solving, filming, map and chart making, research, drawing, recording, field-trips, fantasy, drama, independent study, competition, cooperation, induction, deduction, classification, analysis, synthesis, oral and written presentations, non-verbal techniques, object manipulation, story completion, debate, group activities, reading?

g) Does the opening activity of the unit frame the scope and sequence of the unit in a way which will motivate student involvement?

2. Media

a) Does the material make sufficient use of the available media: film, slides, stills, opaque projection, overhead transparencies, art materials, picture books, narratives, television, radio, newspapers, books, quantitative data, maps, charts, primary and secondary resource material?

b) Does the use of media techniques support the objective of the unit, or is it being included to avoid confronting substantive problems?

c) Are alternatives included if the media support recommended cannot be carried out because of lack of equipment?

d) Are media inputs signalled in way that a teacher will have sufficient lead time in getting films or equipment?

3. Student Activity Materials

   a) Are the activity materials designed to motivate students to use them?

   b) Are materials clearly identified by color coding, type face, and other appropriate means?

   c) Are the materials sequenced in a clearly discernible way?

4. Teacher Materials

   a) Are instructions, guidelines, narratives for the teacher easy to handle and clearly sequenced?

   b) Are teacher materials straightforward, honest, and direct?

   c) Is there an easy way for the teacher to get a rapid overview of the sequence of activities, equipment and student material requirements?

   d) Are teacher materials written and presented in such a way as to promote amendment and intelligent deviation?

5. Teacher and Student Attitudes

   a) Does the tone of the material support the teacher and student in seeing themselves as real resources contributing to the learning process?

   b) Does the material support an attitude of interdependence between teacher and student?

VIII. Evaluation Procedure (STEP G)

1. Can the success or failure of the student's response to the material be measured against clearly stated behavioral objectives?

2. Are the objectives spelled out clearly for both units and activity modules?

3. Are evaluation instruments, and explanations of their purpose and use included in the unit?

4. Do the objectives require the student to demonstrate what he has learned rather than what he understands?

## A MODEL NARRATIVE SCOPE AND SEQUENCE K-12

The following represents the kind of narrative scope and sequence that teachers might develop from the Project NECESSITIES Curriculum Bank.

### GRADES K-3

HOME

I. What is home? (Description)

Space A. Layout--Land

Man B. Personnel

Time C. Activities (eating, sleeping, playing, working)

II. What does home provide? (Analytical)

A. Shelter, food, clothing = security and services

B. Family roles--each member's "part"

III. What are the dynamics of the home? (Process)

A. How to get what you want: persuasion, exchange (chores), force (with siblings)

B. Family history: location and relocation, new siblings

### MASTER CONCEPTS

1. INTERACTION: consumption, distribution, influence, exchange
2. CHANGE: family history, heritage
3. CONFLICT: favoritism, rivalry, competition, mood

4. POWER: parental roles, love, hate

5. VALUING: order, disorder, stability, good/bad

SCHOOL

I. What is school? (Descriptive)

Space A. Layout, mapping, placement

Man B. Personnel (teachers, administrators, service people, students)

Time C. Activities (study, play, daily life)

II. What does school provide? (Analytical)

A. Basic needs (shelter, food, services)

B. School roles (especially student and teacher)

III. What are the dynamics of the school? (Process)

MASTER CONCEPTS

1. INTERACTION: teaching/learning, influence, exchange (reward system), peer-play, consumption

2. CHANGE: time/space, classroom schedule

3. CONFLICT: favoritism, classroom rivalry, play cliques

4. POWER: teacher role, administrator's role

5. VALUING: "good" behavior, "good" performance, success/failure (academic, classroom), good/bad

HOME VS. SCHOOL

I. How are home and school alike? How different? (Descriptive)

Space A. Layout

Man B. Personnel

Time C. Activities

II. Comparison of home and school (Analytical)

A. Different basic purposes

B. Same provision for basic needs

C. Roles: student/teacher vs. child/parent, peer group member vs. sibling role

III. Comparison of home and school (Process)

A. Persuasion, influence, force in both settings

B. Different calendars, histories

MASTER CONCEPTS

1. INTERACTION: parent-student-teacher, dynamics of home compared to school
2. CHANGE: transition from home to school
3. CONFLICT: similar peer-sibling rivalries, more competition in school, more voluntary grouping in school, dominance by personal characteristics
4. POWER: "pecking orders," adult/child
5. VALUING: competition, verbal ability, aggressiveness at school

COMPARATIVE HOMES AND SCHOOLS (other places)

I. White middle class and black lower class urban America

Space A. Facilities of home and school

Man B. Family structures--school system organization, personnel

Time C. Activities--home and school (day school)

II. Another tribal society, perhaps African polygamous

A. Same functions--purposes (no formal school?)

B. Same provision for basic needs

C. Similar roles, different institutions

III. A little-known American Indian tribe for comparison

A. Valuings on different social dynamic modes

B. Different histories, important occasions

MASTER CONCEPTS

1. INTERACTION: Social dynamics of three other children's worlds.
2. CHANGE: 3-step comparison--space warp, not time.
3. CONFLICT: A difference in modes of resolution in three settings.
4. POWER: Same power roles in three settings.
5. VALUING: Recognition of other value systems and their wholeness.

GRADES 4-6

COMMUNITY (village or boarding school as total institution)

I. What is a community? (descriptive)

Space A. Facilities, resources--layout, institutions

Man B. Personnel--concentration of people in limited space; elementary demography.

Time C. Community history (local input required)

II. What does community provide?

A. Goods distribution centers

B. Community services

III. What are dynamics of community?

A. Economic exchange--money as a medium

B. Political exchange--vote as a medium

c. Informal and formal voluntary associations

MASTER CONCEPTS

1. INTERACTION: Exchange media, communications patterns.
2. CHANGE: Community history, economic cycle, political succession.
3. CONFLICT: Political contests, economic deprivation.
4. POWER: Community leadership roles.
5. VALUING: Individual expression through association.

CREATING A CLASSROOM SOCIETY (class co-op projects summarizing K-5 concepts)

I. Setting up a hallway candy store

   A. Investment by teacher--allocation of capital.

   B. Wholesale/retail--return on investment.

   C. Profit and its distribution (→ saving, re-investment).

II. Setting up class voluntary associations

   A. Dividing on basis of hobbies/interests of students.

   B. Group goals, purposes (newspaper, collections, etc.)

   C. Organization, leadership, roles and contributions.

III. Setting up a class government

   A. Constitution--procedures (different decision rules for group, such as majority, unanimity, plurality), leadership.

   B. Choice of a school/classroom issue.

   C. Delineation of alternatives.

MASTER CONCEPTS

1. INTERACTION: Class relation to student body market (I), internal (II), school administration (III).
2. CHANGE: Transforming class into an institution.
3. CONFLICT: Decision-making experience.
4. POWER: Classroom leadership in different activities.
5. VALUING: Setting group objectives, procedures.

FUTURES/UTOPIAS (creating own society)

I. What would be an ideal community? (Descriptive)

Space A. Layout--what would it have to look like? What facilities?

Man B. Personnel--what sort of people?

Time C. Activities--work, play, etc.

II. What would it provide (Analytical)

A. Must make provision for basic needs.

B. Any role differentiation? Problems foreseen where everyone is alike.

III. How would it operate? (Process)

A. Schemes of distribution (to each according to his needs or to each according to his contribution?)

B. Historical case studies of Utopian experiments: Amish rural/farming as current example; nineteenth century crafts village experiments. These vs. world at large.

IV. System wholeness

A. Trade utopias among class groups.

B. Find system inconsistencies in Utopias dealing with MAN, SPACE, TIME interrelations.

C. Revise, see system ramifications of societal components.

MASTER CONCEPTS

1. INTERACTION: System interrelationships.
2. CHANGE: Community histories, failures.
3. CONFLICT: Community relations with outside world.
4. POWER: Ideals of decentralization.
5. VALUING: Ideals as basis for social organization.

GRADES 7-9

1. INTERACTION

Theaters

Economic--How does an isolated community meet its needs?

Economy of the reservation (trading post)--monopoly--alternatives to monopoly--the cooperative--credit, loans.

Political--How does a community make decisions of policy?

Comparison of types of tribal decision-making structure--rule by unanimity vs. rule by plurality. Comparison to decision-making in the dominant culture--plurality in elections, unanimity in jury trials. Causes of each method, effects.

Social--How is a family structure organized in different American Indian tribes?

Comparison of family structure, child-rearing, etc. in two southwestern tribes--isolated rural Navajo, concentrated population of Pueblo (e.g., Taos).

Cultural--How are self-contained communities in different parts of the world similar and different?

Comparison and contrast of American Indian reservation and Israeli kibbutz.

Psychological--How are attitudes formed in individuals and groups?

Advertising, the media. Authority and leadership figures. Peer pressure, group, dyadic.

Historical--How were the reservations formed?

Discussion from American Indian point of view of the reservation policies. Three types of reservations: pre-existing (Isleta Pueblo); roundup of nomadic tribes (Rosebud); forced migration of Eastern tribes (Oklahoma).

2. CHANGE

Economic--How do events affect the way a community supports itself?

The Navajo reservation gets a plant with 1500 jobs at Shiprock; automation eliminates most jobs in an Appalachian county. Economic planning for a reservation.

Political--How is political power gained and lost?

Legal action--suits for recovery of treaty lands--Democracy as a scheme for the formalization of political change. The leader--Sitting Bull; the coalition--Iroquois Confederation; the movement--Red Power, Cesar Chavez, Ruis Tijerina.

Social--What is the nature of change in generations?

Eskimo, Plains, Southwestern. Past generation to present; current patterns of sociological change among reservation Indians. Projections for future development.

Cultural--How do tribal societies in different parts of the world respond to contact with other societies?

The Yana of California (Ishi) and the Polar Eskimos of Greenland (i.e., non-adaptation to perceived alien culture).

Psychological--How do people, as individuals and as a group, respond to immersion in an alien culture?

The Indian child (both English-speaking and non-English-speaking) enters school.

Historical--How does contact with an alien culture affect the social, economic, political, and cultural characteristics of a community?

The Crow Indians discover the horse.

3. CONFLICT

Economics--How do the interests of consumers and producers conflict, and how can each maximize his gains?

Monopolies, trusts, comparative buying, etc. Unlimited wants vs. limited resources.

Political--How does conflict between groups arise, and how can it be resolved?

Conflict between Sioux and South Dakota legislature over control of tribal functions; conflict over use of hallucinogens in religious services.

Social--How does conflict arise within groups, and how is it resolved?

Case studies of sociological-political disputes in two tribes--over acceptance of a proposed factory in a reservation, over educational policy in another.

Cultural--How do different societies deal with problems posed by conflict between individuals within the society?

Where physical violence is necessitated by cultural and political tradition-- or instances where physical violence is prohibited by cultural and political tradition--the Utes; where conflict between individuals is resolved by both personal means and political-cultural institutions.

Psychological--How do individuals resolve conflicts within themselves and between themselves and their environment?

The traditional Indian response--stoicism, a modus operandi with land and environment; the traditional "dominant culture" response--adjusting the environment to oneself by technology, immigration, etc.; the twentieth century middle class response--changing one's will to "adjust" to the environment.

Historical--American domestic history from American point of view--case study approach--Massachusetts from 1620 through King Philip's War; the Cherokee try to "play ball" with the USA; relocation and the Indian wars; the reservation policy; the termination policy.

GRADES 10-11

4. POWER

Economic--What is economic power and how is it applied?

Case study of a rural New Mexico County (Anglos, Hispanos, Indians) where Anglos control job distribution, banks and credit, food sales, feed sales, etc. How is this to be altered?

Indian economic power in the Southwest, United States in general - what are the solutions?

Political--How is political power achieved and applied?

A comparison of degree of personal autonomy vs. reservation autonomy.

Social--What determines power within a society?

Comparison of determinants of power for individuals and groups in a) Southwestern reservation b) relatively uninitiated Plains community c) Anglo urban center.

Cultural--How is power divided between dominant majorities and indigenous conquered minorities in other parts of the world?

Arabs in Old Jerusalem, French in Canada, Americans in Soviet Armenia.

Psychological--What is the meaning of power to the individual?

Readings: Chief Joseph, Thoreau, and so forth - political power, the family structure, control of existence with the

environment, religion, artistic creativity, power to hunt/help, etc.

Historical--How has the United States exercised power in its relations with other countries? International history of the United States (from the First World War?).

5. VALUING

Economic--'Price,' 'value,' and 'utility' of goods and services, degrees of correspondence among these three ways of valuing economic goods. The role of 'work ethic' in production tied to individual employment-work attitudes. The dominant society emphasis on future rewards - postponed gratification. 'Conspicuous consumption' as a modern ethos.

Political--Political parties, 'liberalism,' 'conservatism.' Role of valuing in national priorities - social conscience vis-à-vis poverty, civil rights; the Indian case of both. Law and its interpretation as valuing set concretely. Qualities looked for in leaders as representations of national values.

Social--Values as interpreted by dominant society media. Compare with priorities set by Tribal Council. Different reference groups for values: family, clan, tribe, peer group, village, race, nation.

Cultural--(See above) Compare major traditional tribal values with those of the dominant culture.

Psychological--What are your personally most important values?

What are their reference groups? How have your values and their priority changed since childhood? Why?

Historical--List newspaper headlines from last several years. What national value trends do they show? (technology/progress, peace, pro-violence, pro-equality, regionalism, world unity, nationalism).

GRADE 12 - INDIVIDUAL RESEARCH PROJECTS

(Topic to be chosen on joint agreement of teacher and student to be a compromise between student's interests and teacher-perceived conceptual learning deficiencies.)

List of topics:

Individual--Biography or autobiography in form of life cycle time line, not text.

Family--Kinship chart, geneological table, capsule biographies of interesting individuals.

Community--Descriptive: history time line, geography map or successive maps (including resources, not just topography). Flow chart of decision-making process: major actors by role; crucial decision areas, topics; rules for decision finalization in community.

Tribe--(Same as above)

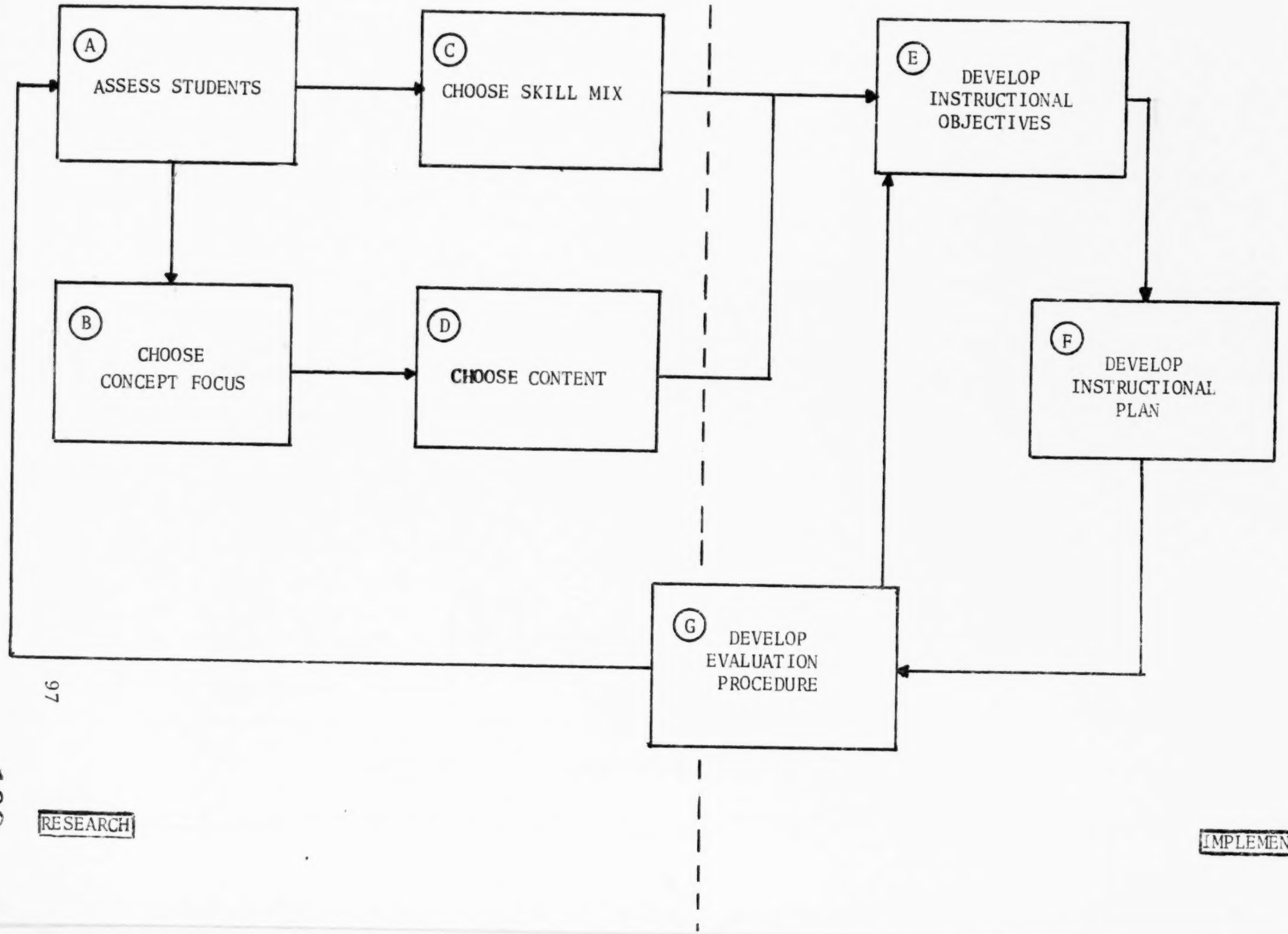
City Case Study--Crucial geographical features in original location; changing physical boundaries and facilities. Demographic history; scheme of political organization; economic base and changes in same.

## THE CURRICULUM PROCESS FLOW CHARTS

This last section includes a master flow chart showing the linkage between the seven STEPS of the curriculum process, and an individual flow chart for each individual STEP.

For those of you who read this kind of short-hand it may be a useful way to rapidly visualize the whole system.

# PROJECT NECESSITIES CURRICULUM DEVELOPMENT PROCESS



RESEARCH (A.) ASSESS STUDENT RESOURCES

1. Age and Grade Level Considerations

2. Prior School and/or Home Success/Failure Patterns

3. Life Experience Dynamics

4. Culture Specific Inputs

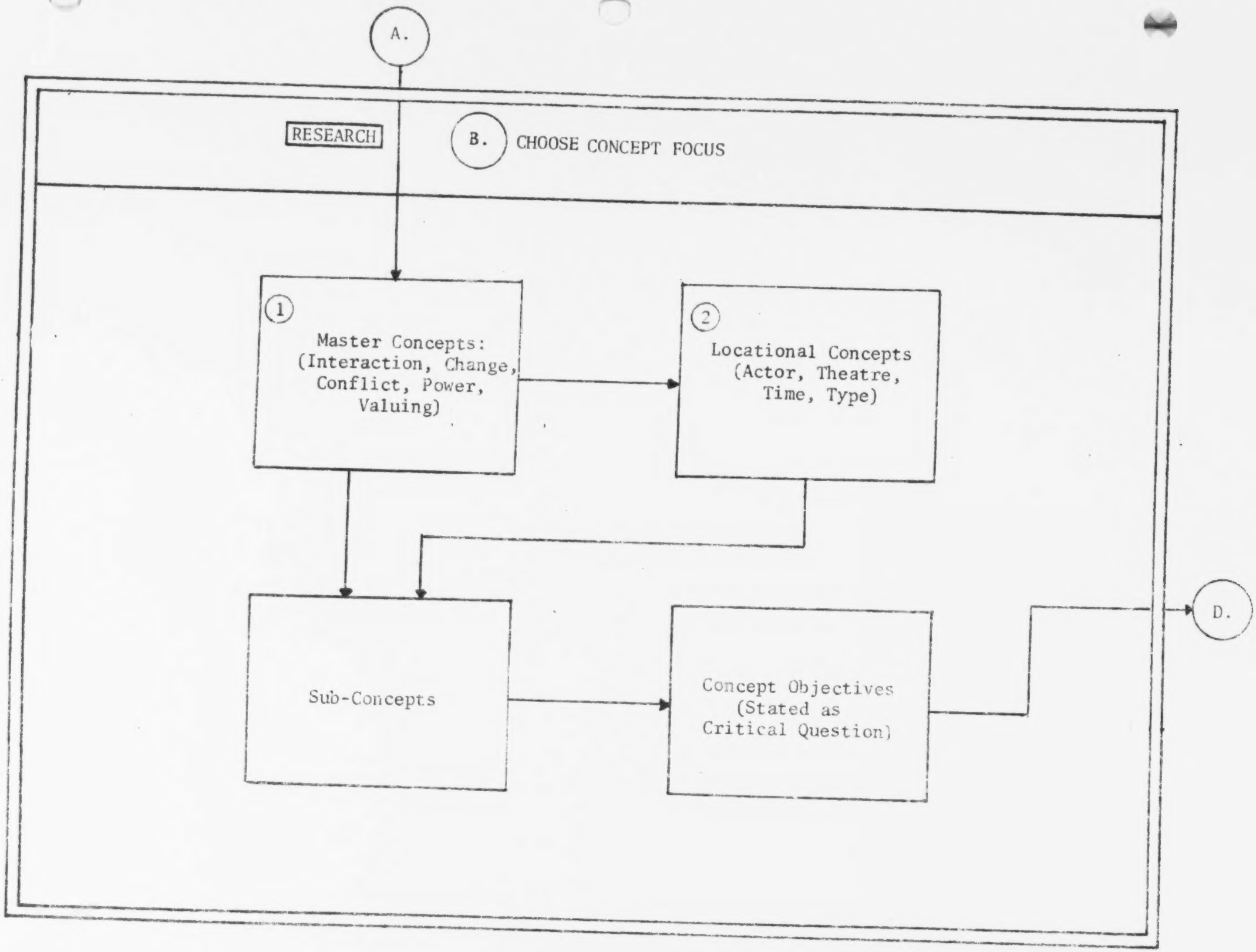
5. Student Learning Patterns

6. Student Perceived Goals

7. Resource Profile of student strengths and weaknesses

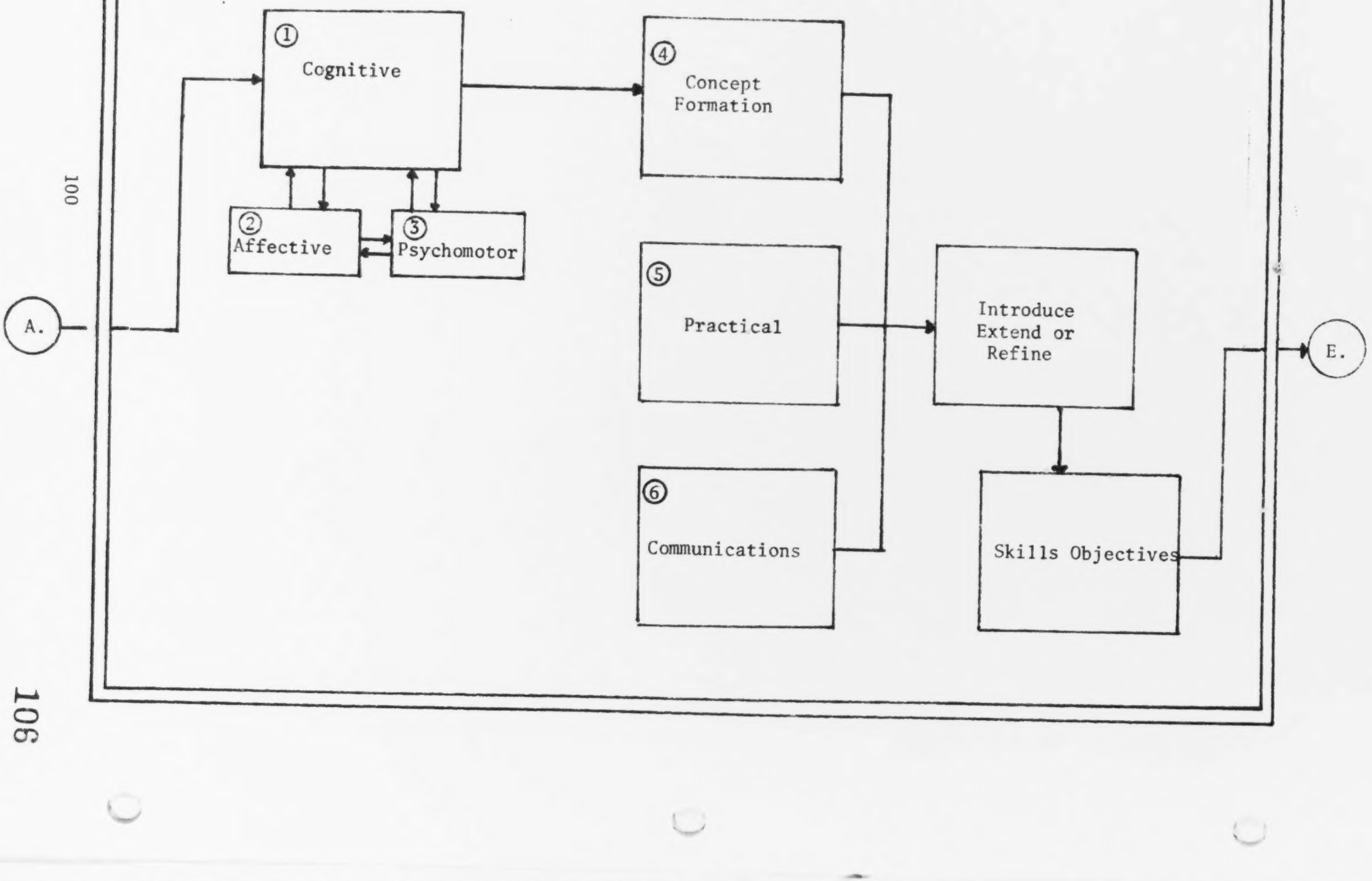
(C.)

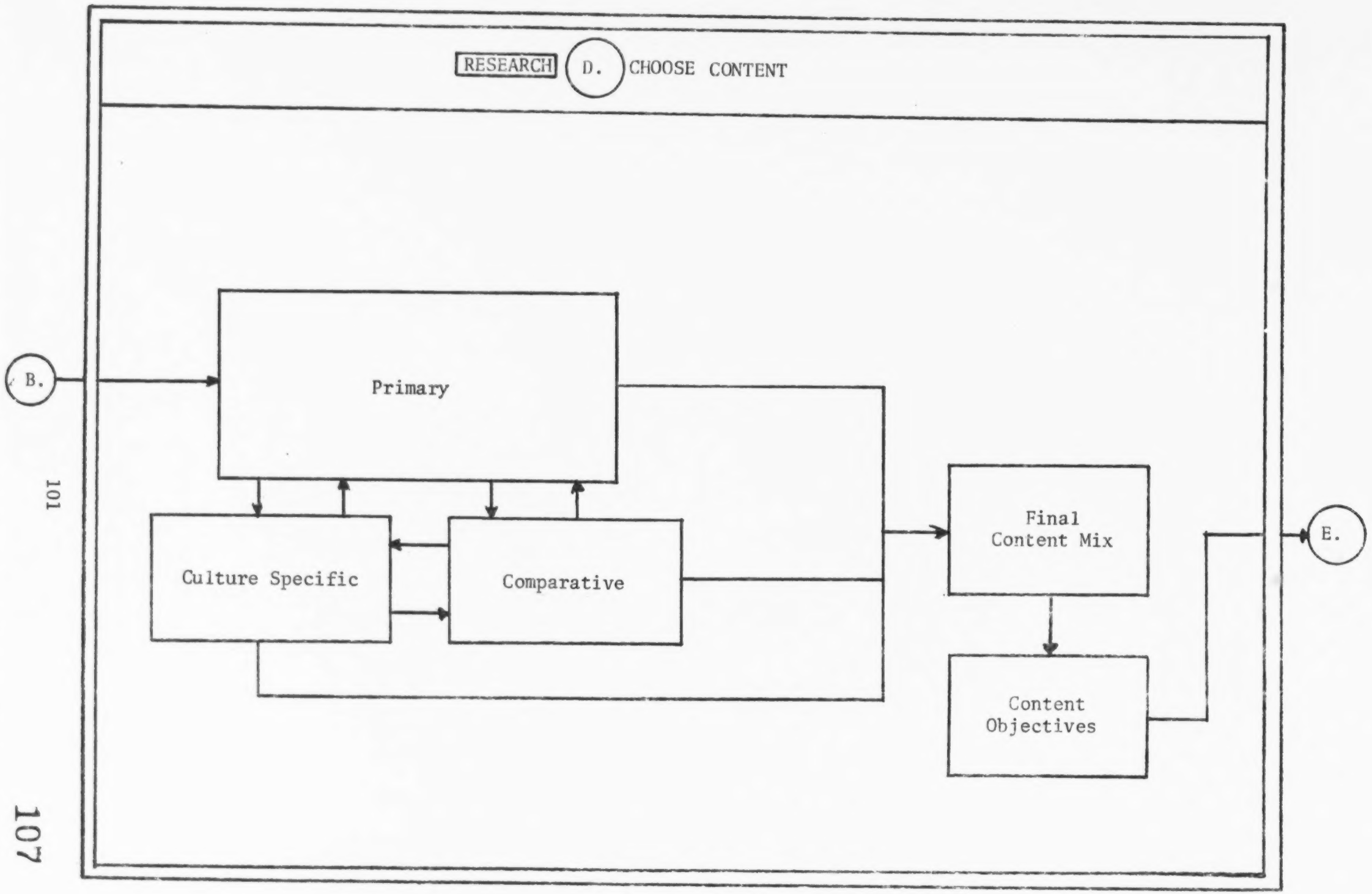
(B.)

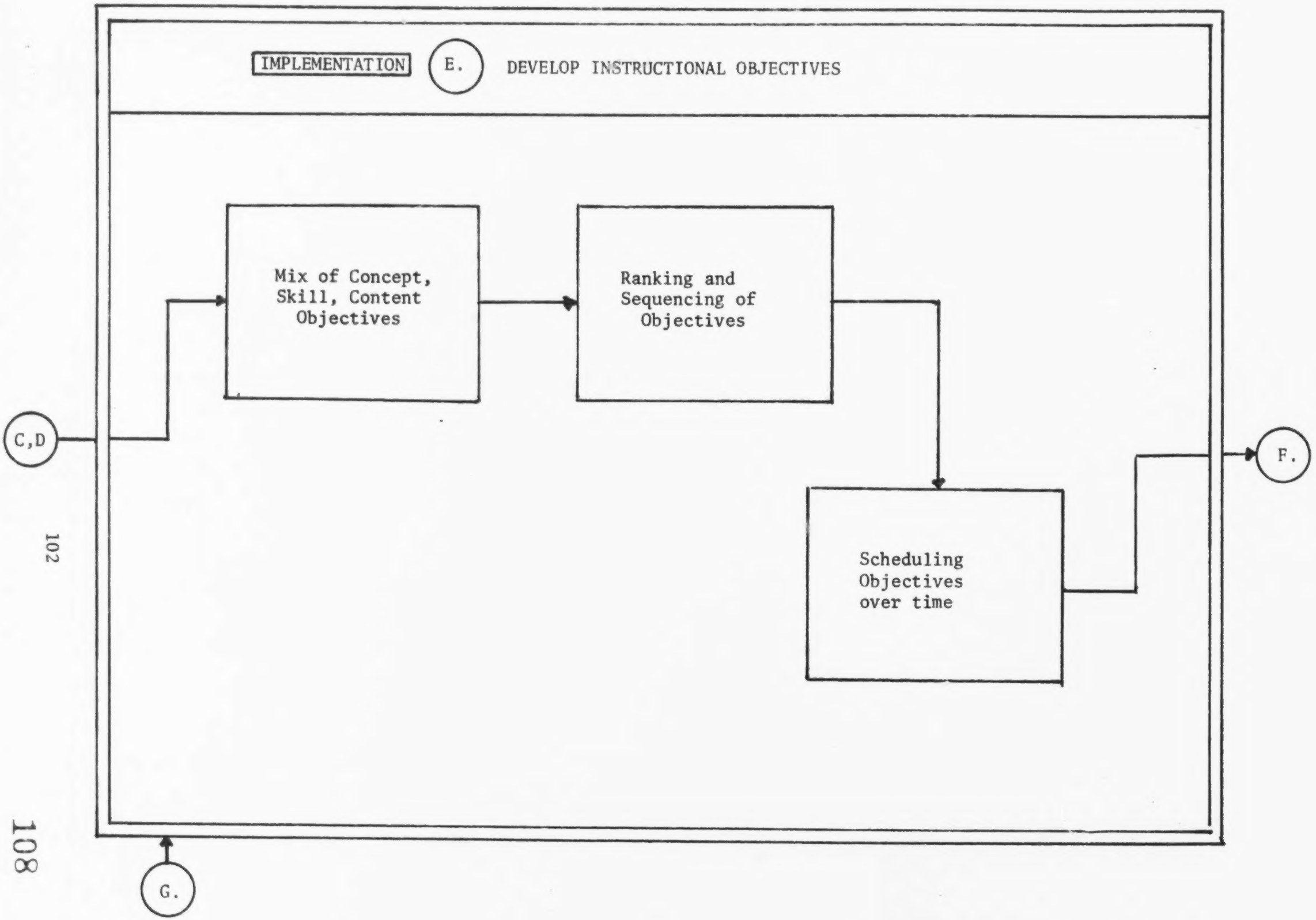

A.
RESEARCH
B. CHOOSE CONCEPT FOCUS
1
Master Concepts: (Interaction, Change, Conflict, Power, Valuing)
2
Locational Concepts (Actor, Theatre, Time, Type)
Sub-Concepts
Concept Objectives (Stated as Critical Question)
D.

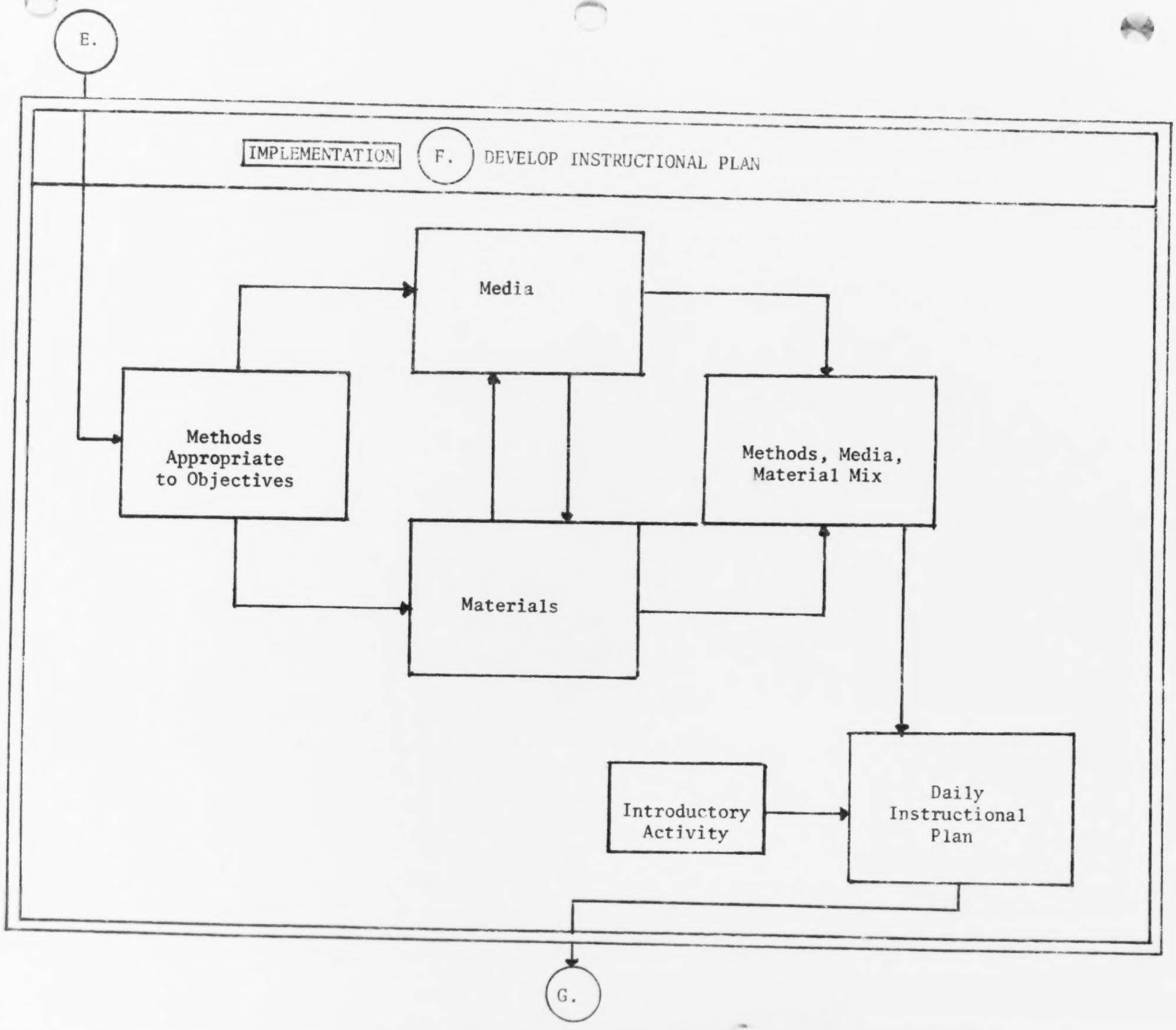
66

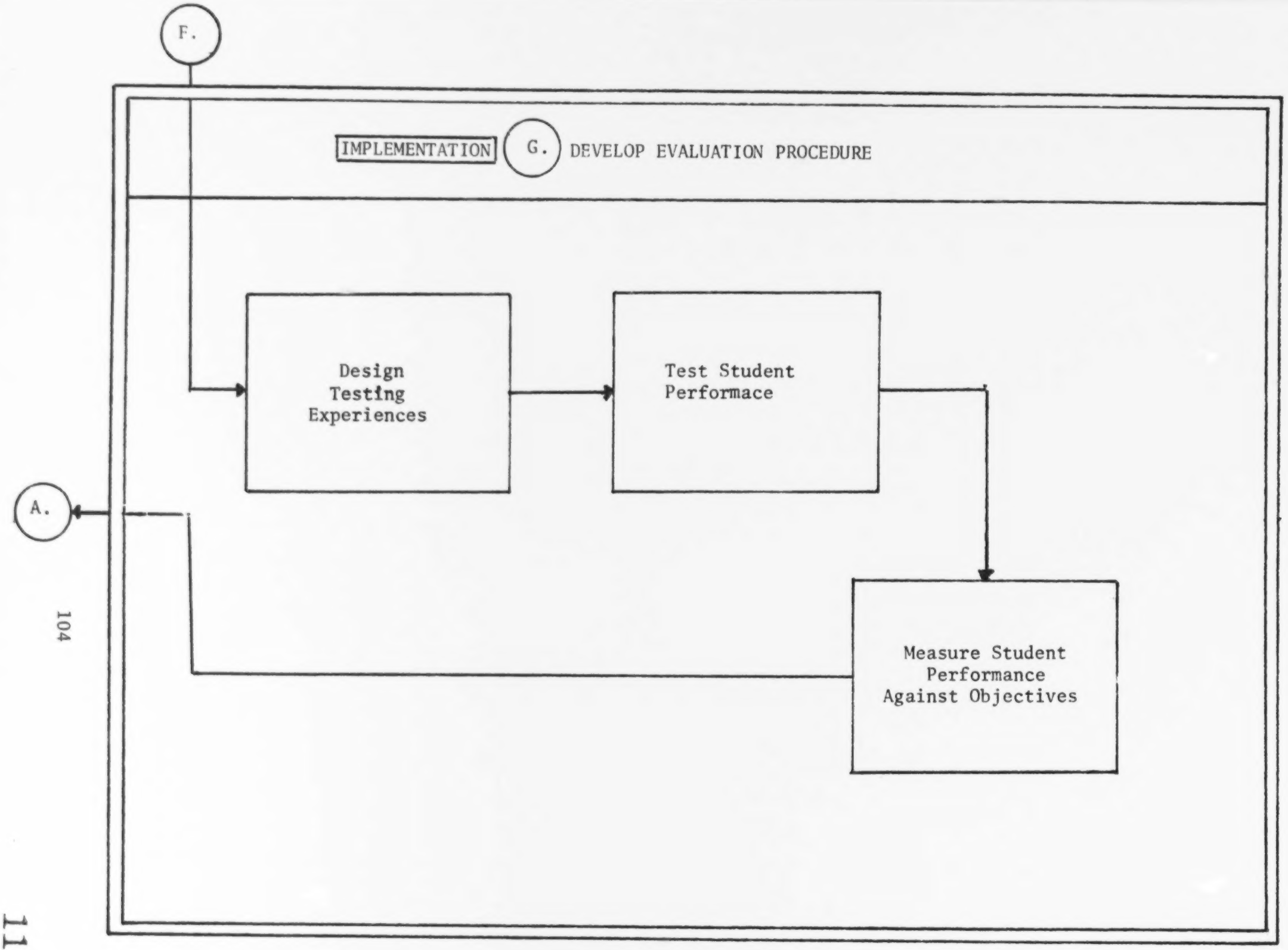
RESEARCH C. CHOOSE SKILL MIX




RESEARCH
D.
CHOOSE CONTENT
B.
Primary
Culture Specific
Comparative
Final
Content Mix
Content
Objectives
E.


IMPLEMENTATION
E.
DEVELOP INSTRUCTIONAL OBJECTIVES
Mix of Concept, Skill, Content Objectives
Ranking and Sequencing of Objectives
Scheduling Objectives over time
C,D
F.
G.


E.
IMPLEMENTATION
F.
DEVELOP INSTRUCTIONAL PLAN
Media
Methods Appropriate to Objectives
Methods, Media, Material Mix
Materials
Introductory Activity
Daily Instructional Plan
G.


F.
IMPLEMENTATION
G.
DEVELOP EVALUATION PROCEDURE
Design Testing Experiences
Test Student Performace
A.
Measure Student Performance Against Objectives

## DRAFT UNIT DEVELOPMENT WORKSHEET

Five sets of unit worksheets follow. These blank worksheets are laid out according to the seven step process presented in this manual and may be useful to you in your own curriculum development work.

## DRAFT UNIT DEVELOPMENT WORKSHEET

| Developmental Steps | Unit Overview |
|---|---|
| A. STUDENT RESOURCES (Unit Specific) | |
| B. UNIT CONCEPT MIX | |
| Master Concept/s: | |
| Locational Concepts: | |
| Actor/s | |
| Theatre of Action | |
| Time of Action | |
| Type of Action | |
| Sub-concepts | |
| C. UNIT SKILL MIX | |
| Thinking (Cognitive) | |
| Feeling (affective) | |
| Doing (psychomotor) | |
| Concept Formation | |
| Practical | |
| Communications | |
| D. UNIT CONTENT MIX | |
| Primary | |
| Comparative | |
| Culture Specific | |

| | |
|---|---|
| E. UNIT INSTRUCTIONAL OBJECTIVES MIX | |
| Concept Objectives | |
| Skill Objectives | |
| Content Objectives | |
| F. UNIT INSTRUCTIONAL PLAN | |
| Methods | |
| Media | |
| Materials | |
| G. UNIT EVALUATION PROCEDURE | |

## DRAFT UNIT DEVELOPMENT WORKSHEET

| Developmental Steps | Unit Overview |
|---|---|
| A. STUDENT RESOURCES (Unit Specific) | |
| B. UNIT CONCEPT MIX | |
| Master Concept/s: | |
| Locational Concepts: | |
| Actor/s | |
| Theatre of Action | |
| Time of Action | |
| Type of Action | |
| Sub-concepts | |
| C. UNIT SKILL MIX | |
| Thinking (Cognitive) | |
| Feeling (affective) | |
| Doing (psychomotor) | |
| Concept Formation | |
| Practical | |
| Communications | |
| D. UNIT CONTENT MIX | |
| Primary | |
| Comparative | |
| Culture Specific | |

| | |
|---|---|
| E. UNIT INSTRUCTIONAL OBJECTIVES MIX | |
| Concept Objectives | |
| Skill Objectives | |
| Content Objectives | |
| F. UNIT INSTRUCTIONAL PLAN | |
| Methods | |
| Media | |
| Materials | |
| G. UNIT EVALUATION PROCEDURE | |

## DRAFT UNIT DEVELOPMENT WORKSHEET

| Developmental Steps | Unit Overview |
|---|---|
| A. STUDENT RESOURCES (Unit Specific) | |
| B. UNIT CONCEPT MIX | |
| Master Concept/s: | |
| Locational Concepts: | |
| Actor/s | |
| Theatre of Action | |
| Time of Action | |
| Type of Action | |
| Sub-concepts | |
| C. UNIT SKILL MIX | |
| Thinking (Cognitive) | |
| Feeling (affective) | |
| Doing (psychomotor) | |
| Concept Formation | |
| Practical | |
| Communications | |
| D. UNIT CONTENT MIX | |
| Primary | |
| Comparative | |
| Culture Specific | |

| | |
|---|---|
| E. UNIT INSTRUCTIONAL OBJECTIVES MIX | |
| Concept Objectives | |
| Skill Objectives | |
| Content Objectives | |
| F. UNIT INSTRUCTIONAL PLAN | |
| Methods | |
| Media | |
| Materials | |
| G. UNIT EVALUATION PROCEDURE | |

DRAFT UNIT DEVELOPMENT WORKSHEET

| Developmental Steps | Unit Overview |
|---|---|
| A. STUDENT RESOURCES (Unit Specific) | |
| B. UNIT CONCEPT MIX | |
| Master Concept/s: | |
| Locational Concepts: | |
| Actor/s | |
| Theatre of Action | |
| Time of Action | |
| Type of Action | |
| Sub-concepts | |
| C. UNIT SKILL MIX | |
| Thinking (Cognitive) | |
| Feeling (affective) | |
| Doing (psychomotor) | |
| Concept Formation | |
| Practical | |
| Communications | |
| D. UNIT CONTENT MIX | |
| Primary | |
| Comparative | |
| Culture Specific | |

| | |
|---|---|
| E. UNIT INSTRUCTIONAL OBJECTIVES MIX<br><br>Concept Objectives | |
| Skill Objectives | |
| Content Objectives | |
| F. UNIT INSTRUCTIONAL PLAN<br><br>Methods | |
| Media | |
| Materials | |
| G. UNIT EVALUATION PROCEDURE | |

DRAFT UNIT DEVELOPMENT WORKSHEET

| Developmental Steps | Unit Overview |
|---|---|
| A. STUDENT RESOURCES (Unit Specific) | |
| B. UNIT CONCEPT MIX | |
| Master Concept/s: | |
| Locational Concepts: | |
| Actor/s | |
| Theatre of Action | |
| Time of Action | |
| Type of Action | |
| Sub-concepts | |
| C. UNIT SKILL MIX | |
| Thinking (Cognitive) | |
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